PROPERTY OF
PRINCETON THEOLOGICAL SEMINARY LIBRARY

SCHOOL AND SOCIETY

EDITED BY J. McKEEN CATTELL

Volume 36 | SATURDAY, DECEMBER 10, 1932 | Number 937

CONTENTS

Statistics of Registration in American Universities and Colleges, 1932: RAYMOND WALTERS 737

Educational Events:
Memorandum of the Rhodes Trustees; Difficulties of Self-supporting Students at Yale University; Finances of Harvard University; Jane A. Neil; The Oldest Free School in the United States; A Children's Science Fair; The American Library Association 747

Educational Notes and News 751

Discussion:
School Expenditures: EDGAR G. JOHNSTON. *How Can the Schools Build a New Social Order?:* MILTON C. CUMMINGS 755

Special Correspondence:
Educational Problems on the Pacific Basin: DAN H. KULP, II 758

Quotations:
Admission to College 761

The Department of Superintendence:
The Minneapolis Meeting: M. C. POTTER 762

Reports:
Annual Report of the Federal Office of Education; Educational Work of the Indian Service 763

Educational Research and Statistics:
Neurotic Tendency and its Relation to Some Other Mental Traits: R. PINTNER. *Improving Reading Ability of High School Juniors:* MAZIE EARLE WAGNER 765

$5.00 A YEAR | PUBLISHED WEEKLY | 15 CENTS A COPY

THE SCIENCE PRESS

LANCASTER, PA. GARRISON, N. Y.
GRAND CENTRAL TERMINAL, NEW YORK CITY

Entered as second-class matter August 15, 1923, at the Post Office at Lancaster, Pa., under the Act of March 3, 1879

XUM

Recent Publications in Higher Education

THE FOUNDING OF AMERICAN COLLEGES AND UNIVERSITIES BEFORE THE CIVIL WAR: With Particular Reference to the Religious Influences Bearing Upon the College Movement. By Donald G. Tewksbury, Ph.D. 254 pp. Cloth, $2.50. The movement for the founding of colleges and universities in this country constitutes one of the most significant phases of our social and cultural history. This study, undertaken on the basis of an extensive research in original sources, represents an initial attempt to portray the more important features of this movement in the period before the Civil War.

A STUDY OF THE CURRICULA OF SEVEN SELECTED WOMEN'S COLLEGES OF THE SOUTHERN STATES. By Elizabeth Barber Young, Ph.D. 220 pp. Cloth, $2.00. This book presents a record and interpretation of the ideals and practices of selected institutions which have fostered the liberal education of women during various stages of its development in the South.

THE ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION FOR MEN IN COLLEGES AND UNIVERSITIES. By William L. Hughes, Ph.D. 181 pp. Cloth, $1.75. This study presents 810 evaluated standards and policies in the administration of campus sanitation, health service and instruction, required physical education, intramural and intercollegiate athletics for men in colleges and universities.

STANDARDS FOR PUBLICITY PROGRAMS IN STATE-SUPPORTED COLLEGES AND UNIVERSITIES. By Melvin W. Hyde, Ph.D. 80 pp. Cloth, $1.50. In this volume an institution's responsibility for reporting to its constituency is set forth, effective agencies for reporting are presented, and a case illustration portraying the nature and extent of the gap in the reporting relationship between a state university and its supporting constituency is described.

BUREAU OF PUBLICATIONS

Teachers College **Columbia University** **New York City**

A History of Women's Education in the United States

By THOMAS WOODY

Professor, History of Education, University of Pennsylvania

We quote from a review of this book which appeared in the *New York Times* Book Review:

"... Particularly valuable for the student of education or of social progress are the chapters which describe, chiefly by means of quotations from contemporary records, the meager possibilities and the practices concerning the education of girls in New England, the Middle States and the South during the latter half of the eighteenth and first half of the nineteenth century. They form a contribution very much worth while to our knowledge of the early days, for the author, instead of generalizing upon a quotation dealing with a certain locality, as some other writers have done, has made a wide and thorough search and found that practice concerning admission of girls to school and similar matters varied greatly in different localities, even sometimes in the same colony, and often changed much in a short time. He deals extensively with the remarkable rise of 'female seminaries' a hundred years ago and later and the entrance of women into teaching."—*New York Times*, January 12, 1930.

Two Volumes, 1338 pages
Fully illustrated. Price $10.00

THE SCIENCE PRESS

Grand Central Terminal
New York, N. Y. **Lancaster, Pa.**

SCHOOL AND SOCIETY

WITH WHICH ARE COMBINED THE EDUCATIONAL REVIEW, ESTABLISHED IN 1891, THE TEACHERS MAGAZINE, ESTABLISHED IN 1878, AND THE SCHOOL JOURNAL, ESTABLISHED IN 1874.

EDITED BY J. McKEEN CATTELL

Volume 36 | SATURDAY, DECEMBER 10, 1932 | Number 937

STATISTICS OF REGISTRATION IN AMERICAN UNIVERSITIES AND COLLEGES, 1932

By Dr. RAYMOND WALTERS

PRESIDENT OF THE UNIVERSITY OF CINCINNATI

DECREASES of 4½ per cent. in the number of full-time students and 7 per cent. in grand-total enrolment, as compared with last year, are shown in reports received from 438 approved colleges and universities in all parts of the United States for November 1, 1932. The numbers this year nevertheless total higher for these same institutions than in 1927, so that the plateau of higher education in this country is substantially maintained.

The current figures are 568,169 full-time students and a grand total, which includes part-time and summer-school registration, of 855,863 who are enrolled in 99 universities, 280 colleges and 59 technical institutions on the approved lists of the various regional associations. These totals do not include unapproved institutions, nor a very few approved institutions which did not reply, nor the junior colleges.

Possibly there is an increase this year in attendance at junior colleges, which would materially offset the decreases noted at 275 institutions on the approved lists. In Michigan and in Kansas, for example, rapid growth in junior colleges is reported and the office of the chancellor of the University of Kansas comments that "high-school graduates are enrolling in larger numbers either in local junior colleges or high-school post-graduate courses." Professor Walter C. Eells, of Stanford University, has been asked to prepare for SCHOOL AND SOCIETY current statistics on junior college enrolment, which may answer this question as to the effect upon college and university attendance of the growth in junior colleges.

The returns this year are classified and analyzed on a new basis. They are grouped for universities and large institutions of complex organization, with 52 under public control and 47 under private control; colleges of arts and sciences, 280; and technical institutions, including technological schools and teachers colleges, 59. The table herewith, covering 430 which reported last year and this, reveals that

1932 AND 1931 CLASSIFICATION COMPARISONS
430 INSTITUTIONS
Totals of Full-time Enrolment

Classification	1932	1931
51 Universities, Public	186,590	195,288
46 Universities, Private	159,057	166,325
274 Colleges	140,689	145,623
59 Technical Institutions	71,954	77,414
430 Total	558,290	584,650

51 universities under public control have 8,698 fewer students than in 1931, or 4.4 per cent. decrease; that 46 universities under private control have 7,268 fewer students, or 4.3 per cent. decrease; that 274 colleges have 4,934 fewer students, or 3.4 per cent. decrease; that 59 technical institutions have 5,460 fewer students, or 7.0 per cent. decrease.

In the 21 teachers colleges classified under technical institutions there are 21,582 full-time

students, or 817 fewer than in 1931, a decrease of 3.7 per cent.

Analyzed as in previous years by size groups, the returns show the following facts: Of institutions having enrolments of 3,000 full-time students and over, 11 report increases and 39 decreases, as compared with 1931; of institutions having 1,000 to 3,000 students, 28 report increases and 63 decreases; of institutions having 500 to 1,000 students, 39 report increases and 75 decreases; of institutions having enrolments up to 500 students, 69 report increases, 98 decreases and one the same number as last year.

Table I gives a list of the 25 largest institutions of those considered in this series, not including the University of Southern California, which did not supply statistics.

The ten largest liberal arts enrolments are reported by the following: University of California (at Berkeley and at Los Angeles), 11,157; New York University, 4,891; College of the City of New York, 4,666; Minnesota, 3,971; Michigan, 3,667; Texas, 3,638; Wisconsin, 3,395; Harvard, 3,390; Illinois, 3,229; Stanford, 3,211.

The five largest enrolments of men undergraduates in liberal arts colleges or departments are: California, 5,257; College of the City of New York, 4,666; New York University, 3,569; Harvard, 3,390; Stanford, 2,711.

As to women undergraduates, the size order in coeducational universities for the five largest is: California, 5,900; Minnesota, 1,776; Texas, 1,538; Michigan, 1,357; Wisconsin, 1,338.

The ten largest colleges for women are: Hunter, 4,416; Smith, 1,974; Florida College for Women, 1,719; Winthrop, 1,549; Wellesley, 1,487; Simmons, 1,434; Women's College of the University of North Carolina, 1,407; Vassar, 1,201; Georgia State College for Women, 1,126; Texas State College for Women, 1,086.

The five technological institutions or departments reporting the largest engineering and chemistry enrolments are: Massachusetts Institute of Technology, 2,343; Purdue University, 2,304; Minnesota, 1,701; Illinois, 1,508; Georgia School of Technology, 1,432.

The five largest law schools are in the following universities: Harvard, 1,509; New York University, 1,219; Fordham, 1,073; Columbia, 610; California, 546.

Among medical schools the five largest are in these universities: Northwestern, 661; Pennsylvania, 636; Illinois, 623; Minnesota, 620; Chicago, 545.

The five largest non-professional graduate schools are as follows: Columbia, 2,719; California, 2,552; Pittsburgh, 1,443; Michigan, 1,417; Chicago, 1,294. There is no clear-cut differentiation between full-time and part-time students in the reports of graduate schools; the enrolments are listed as interpreted by the individual institutions.

TABLE II

University	Full-time students	Rank	All resident students	Rank
California	19,282	1	22,867	4
Columbia	14,229	2	27,682	2
New York U.	12,067	3	27,905	1
Minnesota	11,708	4	16,776	5
Illinois	10,579	5	12,287	7
Ohio State	10,045	6	13,009	6
Michigan	8,523	7	10,892	12
Harvard	8,272	8	10,598	13
Wisconsin	7,833	9	10,597	14
C. C. of N. Y.	7,179	10	24,698	3
Pennsylvania	6,764	11	12,270	8
Texas	6,668	12	10,108	17
Pittsburgh	6,378	13	11,390	10
U. of Wash.	6,339	14	8,784	19
Cornell	5,859	15	7,810	24
Boston U.	5,821	16	9,857	18
Northwestern	5,791	17	11,460	9
Temple U.	5,528	18	8,620	21
Chicago	5,334	19	10,552	15
St. John's C.	5,092	20	6,746	.....
Oklahoma	4,990	21	6,586	.....
Yale	4,942	22	5,651	.....
Nebraska	4,836	23	7,934	23
Syracuse	4,778	24	6,977	.....
Penn State	4,670	25	7,966	22
Hunter C.	4,416	.....	11,223	11
S. U. of Iowa	4,222	.....	7,115	25
Cincinnati	3,854	.....	10,332	16
Western Reserve	3,540	.....	8,764	20

In enrolment of students in commerce and finance the five largest schools are as follows: Pennsylvania, 1,979; Boston University, 1,873; New York University, 1,716; Ohio State, 1,657; Illinois, 1,487.

Among dental schools the five largest are:

Temple University, 509; New York University, 502; Northwestern, 372; Pennsylvania, 337, University of Southern California.

In students in education, Teachers College of Columbia University has a total of 5,210, with the four following in order: California, 2,480 (of whom 1,644 are in the Teachers College at Los Angeles); Michigan State Normal College, 1,926; Western State Teachers College of Michigan, 1,915; Southern Illinois Normal College, 1,653.

Boston University has the largest number of divinity students, 249; Yale has 208; Chicago has 192.

Syracuse University continues to have the largest forestry school, with 406 students. The University of Missouri leads in the number of journalism students, 299. Among university schools or departments of music, Northwestern is largest with 215. The University of Illinois, with 436 pharmacy students, has the largest registration among schools of pharmacy.

The part-time and extension figures in Table I suggest the measure, more fully indicated in Table III, in which the urban and state universities have extended their educational offerings. The part-time reports are in general for collegiate work available in late afternoon, evening and Saturday classes, attended by secondary school teachers and business and industrial employees.

In the great majority of summer schools the 1932 attendance was below that of 1931. The five largest summer sessions were at these universities: Columbia, 11,559; California, 6,042; Minnesota, 5,068; Chicago, 4,873; Ohio State, 4,448.

Table I gives figures in detail of thirty universities which have been included for many years in statistical articles in *Science* and later in SCHOOL AND SOCIETY. Table III supplies a less detailed report upon students and teachers of additional institutions. All colleges and universities on the list of the American Council on Education were asked to report their enrolment figures, and the response has been most gratifying. Table III, therefore, includes institutions approved by regional organizations as follows: New England Association of Colleges and Preparatory Schools; the Middle States Association of Colleges and Secondary Schools; North Central Association of Colleges and Secondary Schools; Association of Colleges and Secondary Schools of the Southern States; Northwest Association of Secondary and Higher Schools.

An innovation in Table III this year is the classification of institutions in accordance with the recommendations of a committee of the Association of American Colleges, of which the present writer is chairman. There are obvious advantages in comparing data of institutions which are alike in organization and purpose. Should there be misinterpretations in the listing under the several headings of Table III, the writer will be pleased to hear from the heads of the institutions concerned in time for the report of the committee, which is to be presented at the annual meeting of the Association of American Colleges in January.

Following the differentiation introduced in this series in 1920, Tables I, II and III are arranged to bring out clearly the enrolment of full-time and of part-time undergraduates. The full-time student is defined for this series as a student who has completed a high-school course and is devoting substantially his full time to study during the collegiate year. The student whose main time and attention are given to some other employment and who takes college and university courses in late afternoon, evening and Saturday classes is listed as a part-time student. The grand-total figures for 1932 include full-time students, part-time students and summer-school students of 1932, but do not include extension and correspondence students, who are, however, recorded in Table I.

The thirty universities having statistics in detail in Table I are those to which this annual study was restricted for many years. The following paragraphs explain statistics given in the table and give additional information, including, for comparison, the full-time enrolment at each university five years ago.

As usual, the report of the recorder of the faculties covers students in the University of California at Los Angeles as well as the University of California at Berkeley. The 1932 total of full-time students is 940 greater than in 1931. Gains are recorded in nearly all colleges and schools, undergraduate and graduate. Because of a reduced attendance at the summer

TABLE I

	California	Chicago	Cincinnati	Columbia	Cornell	Harvard	Illinois	Indiana	Iowa	Johns Hopkins	Kansas	Michigan	Minnesota
College men	5257	1560	620	2087	1290	3390	1918	1217	1281	472	1181	2310	2195
College women	5900	1265	582	1011	582	...	1311	811	872	...	736	1357	1776
Engineering	1649	...	1321	268	1069	293	1568	...	347	372	500	1294	1701
Law	546	320	156	610	150	1509	250	163	214	...	116	506	263
Medicine	286	545	312	426	254	519	623	456	371	289	266	484	620
Graduate school	2522	1294	137	2719	857	985	1091	286	450	342	228	1417	1178
Agriculture	629	...	...	...	923	...	650	...	...	...	...	...	...
Architecture	170	...	278	92	163	117	314	...	...	...	...	214	...
Art	178	...	...	...	14	...	81	8	...	...	90	...	...
Commerce	1200	269	...	439	...	960	1487	213	274	104	137	114	363
Dentistry	151	...	...	236	...	138	93	156	149	...	...	192	221
Divinity	...	192	...	...	...	48	...	...	...	...	...	...	...
Education	2480	...	257	5210	650	285	540	367	...	15	92	278	1504
Forestry	141	...	...	...	118	...	...	...	...	...	...	57	...
Journalism	...	...	...	99	...	...	108	122	...	...	...	...	...
Music	82	...	...	...	...	...	122	60	...	...	136	189	...
Pharmacy	241	...	...	431	...	...	436	...	66	...	41	43	155
Other courses	38	268	287	704	777	28	429	176	198	114	84	198	1899
Deduct duplicates	2188	379	96	103	988	...	442	130	...	...	123	130	167
Total	**19282**	**5334**	**3854**	**14229**	**5859**	**8272**	**10579**	**3905**	**4222**	**1708**	**3484**	**8523**	**11708**
Part-time	...	2022	5553	4244	...	...	...	128	848	2261	217	...	...
Summer session	6042	4873	1411	11559	1951	2326	2910	2058	3052	1218	1433	3757	5068
Deduct duplicates	2457	1677	486	2350	...	...	1202	694	1007	525	549	1388	...
Gd. tot., Nov. 1, '32	22867	10552	10332	27682	7810	10598	12287	5397	7115	4662	4585	10892	16776
Gd. tot., Nov. 1, '27	25534	12679	9688	32244	7408	10874	13394	5259	7651	4089	5179	11700	16751
Gd. tot., Nov. 1, '22	20983	11875	5239	27339	7234	8683	10440	4800	6191	3638	4881	10913	11767
Exten. courses	6615	5040	729	8800	...	...	146	7181	1185	...	1730	1630	6332
Teaching staff	1750	740	612	1986	982	1725	1023	322	587	670	239	778	611
Administrative staff	64	69	14	74	14	...	72	31	103	7	18	72	16

* Included elsewhere.

sessions the grand total is below that of a year ago. Of the 19,282 full-time students, 6,410 are at the University of California at Los Angeles. Of the 2,480 students listed in Table I under education, 1,644 are in the Teachers College, University of California at Los Angeles; 798 are in the non-professional graduate school; and 38 are included also in liberal arts. The summer attendance was made up as follows: Intersession (Berkeley), 1,423; summer session (Berkeley), 2,785; summer session (Los Angeles), 2,223; total, with duplicates deducted, 6,042. Full-time students, 1932, 19,282; in 1927, 17,311.

In comparison for the University of Chicago the 1932 figures of 5,334 full-time students and 10,552 grand-total enrolment should be placed by the side of figures lower than those reported in the 1931 study, because the latter included Chicago Theological Seminary students, who are not now included. The comparable 1931 reduced figures would be 5,343 full-time and 10,781 grand-total enrolment. Increases over 1931 were in medicine and in commerce. Other courses in Table I embrace 253 in the graduate school of social science and 15 in the graduate school of library science. Full-time students, 1932, 5,334; in 1927, 5,718.

As is true at numerous city institutions, the liberal arts enrolment at the University of Cin-

TABLE I—(*Concluded*)

Missouri	Nebraska	Northwestern	Ohio State	Pennsylvania	Pittsburgh	Princeton	Stanford	Syracuse	Texas	Tulane	University of Washington	Virginia	Washington University	Western Reserve	Wisconsin	Yale
789	880	1229	1367	1028	1303	2069	2711	810	2100	588	700	1474	692	1139	2057	1556
424	543	1161	581	35	661	...	500	640	1538	528	1091	8	673	839	1338	...
790	531	282	1404	508	678	232	299	352	1,380	265	860	161	386	...	1070	663
163	160	311	260	415	359	...	175	122	344	136	317	258	130	225	318	302
85	337	661	365	636	264	...	190	197	333	471	...	247	336	268	312	196
195	269	459	1310	430	1443	250	267	262	308	141	459	234	374	101	1155	553
312	425	...	820	...	...	...	...	62	...	...	...	*	...	...	576	...
...	68	...	...	232	...	...	...	50	*	34	*	52	104	61	...	93
70	66	*	...	32	...	...	9	259	...	118	497	...	125	*	*	148
143	563	440	1657	1979	663	...	80	722	260	195	965	206	234	*	201	...
...	82	372	191	337	237	...	...	...	...	...	...	...	199	118	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	208
257	922	335	1635	674	607	...	85	140	177	...	100	66	27	327	655	...
...	...	...	*	...	...	...	...	406	...	...	103	...	...	...	...	36
299	123	99	*	...	...	...	33	98	...	...	47	...	19	*	135	...
*	158	215	*	21	...	...	...	164	...	32	...	...	...	*	116	97
...	49	...	129	...	163	...	...	...	83	18	122	...	...	81	78	...
...	118	227	386	447	10	...	2073	526	145	105	1078	...	206	618	114	1112
33	458	...	60	10	10	...	3211	32	...	106	...	258	31	237	292	22
3494	**4836**	**5791**	**10045**	**6764**	**6378**	**2551**	**3211**	**4778**	**6668**	**2525**	**6339**	**2448**	**3474**	**3540**	**7833**	**4942**
334	578	4277	132	4681	3176	...	...	292	645	480	...	40	212	3866	...	748
2292	2520	2210	4448	1900	3399	123	834	2083	4195	924	2915	2020	1186	1622	3760	20
504	...	818	1616	1075	1563	123	315	176	1400	...	470	509	343	264	996	59
5616	**7934**	**11460**	**13009**	**12270**	**11390**	**2551**	**3730**	**6977**	**10108**	**3929**	**8784**	**3999**	**4529**	**8764**	**10597**	**5651**
5402	8853	11300	12055	17620	12640	2469	4311	6999	7708	4075	10603	4305	4254	...	12787	5577
5412	6902	7795	8840	14534	7500	2180	3589	5646	6197	3687	6161	4186	3463	3817	10770	4076
2553	2191	...	741	1929	...	...	...	1100	2213	...	5356	1219	2039	14000	24304	...
323	343	684	1004	1318	796	294	582	600	428	414	401	275	453	648	576	684
23	17	...	13	110	56	39	82	25	29	25	32	21	24	4	38	95

cinnati is greater than ever before; there are 620 men and 582 women, as compared with 551 men and 547 women in 1931. Other colleges and schools having increases are non-professional graduate school, law and medicine. The full-time total is 136 less than in 1931, or 3.3 per cent.; the grand total is 1,471 less, or 12.5 per cent. In Table I the figures under art include students in interior decorating, art in industry and landscape architecture. The 287 students listed under other courses include 162 in household administration and 125 in nursing and health. Full-time students, 1932, 3,950; in 1927, 3,541.

Small increases at Columbia University in Barnard College, in engineering, law, medicine and business are offset by decreases in other departments, and the total of 14,229 full-time students is 880 below that of last year. In Table I the liberal arts figures include 1,743 in Columbia College, 1,011 in Barnard College, 246 men in Seth Low Junior College, Brooklyn, 172 university undergraduates (men and women) and 98 men in Saint Stephen's College at Annandale. The dentistry total includes students in oral hygiene. The Teachers College enrolment embraces 5,085 in education and practical arts and 125 in New College. Under other terms are included 259 students in library service, 210 unclassified and 63 in optometry. Full-time students, 1932, 14,229; in 1927, 13,275.

The two schools of Cornell University which

have more students than last year are medicine, in which the enrolment of 254 is 15 greater, and agriculture, in which the enrolment of 923 is 42 more. The total of 1,069 students given in Table I includes 162 in chemistry. Other-course figures take in 425 who are studying home economics, 182 hotel administration, and 170 veterinary medicine. Full-time students, 1932, 5,859; in 1927, 5,355.

There are 136 more undergraduates in Harvard College this year than in 1931. Smaller attendance in graduate and professional schools explain the total university decrease in enrolment. The 28 listed under other courses in Table I are students in the school of public health. Full-time students, 1932, 8,228; in 1927, 8,526.

Law, medicine, art and journalism enrolments at the University of Illinois are the only departments reporting increases over last year. In Table I the figure of 1,568 in engineering includes 415 in chemistry and chemical engineering; this number is also included in liberal arts and sciences, a deduction for duplicates being made in the same table. The term other courses takes in 314 in the school of physical education,

TABLE III

I. UNIVERSITIES, AND LARGE INSTITUTIONS OF COMPLEX ORGANIZATION

(For both men and women, unless otherwise indicated)

1. UNDER PUBLIC CONTROL

Institution	Students Full-time	Students All Residents	Teaching Staff
C. C. of Detroit	2,418	8,228	238
C. C. of New York M	7,179	24,698	900
Indiana U.	3,905	5,397	322
Louisiana S. U.	3,409	4,372	192
Miami U.	2,167	2,729	159
Mich. State C.	3,042	3,634	295
Mun. U. of Wichita	1,291	1,974	120
Ohio State U.	10,045	13,009	1,004
Ohio U.	2,290	2,483	199
Penn State	4,670	7,966	901
State C. of Wash.	2,708	3,424	225
State U. of Mont.	1,416	....	90
U. of Akron	1,139	1,485	80
U. of Alabama	4,368	6,215	414
U. of Arizona	1,719	2,407	171
U. of Arkansas	1,740	2,227	206
U. of California	19,282	22,867	1,750
U. of Cincinnati	3,854	10,332	613
U. of Colorado	2,960	5,417	330
U. of Delaware	777	1,278	87
U. of Florida	2,486	3,814	169
U. of Hawaii	1,235	2,556	112
U. of Idaho	1,702	2,275	148
U. of Illinois	10,579	12,287	1,023
U. of Iowa	4,222	7,115	587
U. of Kansas	3,484	4,585	239
U. of Kentucky	2,569	3,730	275
U. of Louisville	1,506	2,209	273
U. of Maine	1,600	1,973	164
U. of Maryland	3,239	4,678	576
U. of Michigan	8,523	10,892	778
U. of Minnesota	11,708	23,977	611
U. of Missouri	3,494	5,616	323
U. of Nebraska	4,836	7,934	343
U. of Nevada	890	975	...
U. of New Hampshire	1,610	1,989	165
U. of New Mexico	855	1,510	74
U. of N. Carolina	2,614	3,686	195
U. of N. Dakota	1,445	1,847	121
U. of Oklahoma	4,990	6,586	311
U. of Oregon	2,262	3,842	202
U. of S. Carolina	1,521	1,946	98
U. of S. Dakota	675	1,033	92
U. of Texas	6,668	10,108	469
U. of Toledo	1,438	1,842	109
U. of Utah	3,140	3,711	185
U. of Vermont	1,134	2,049	190
U. of Virginia M	2,448	3,999	275
U. of Washington	6,339	8,784	....
U. of Wisconsin	7,833	10,597	576
U. of Wyoming	1,056	1,798	125
W. Virginia U.	2,388	3,637	249
Totals	**190,958**	**295,138**	...

2. UNDER PRIVATE CONTROL

Institution	Students Full-time	Students All Residents	Teaching Staff
Boston C. M	2,663	3,015	158
Boston U.	5,821	9,857	474
Brigham Young U.	1,253	1,876	84
Brown U.	2,152	2,158	229
Catholic U. of America M	1,289	2,435	145
Clark U.	364	525	46
Columbia U.	14,229	27,682	...
Cornell U.	5,859	7,810	982
Creighton U.	1,589	2,268	222
Dartmouth M	2,372	2,372	241
De Paul U.	2,410	5,692	191
Drake U.	1,182	1,820	91
Duke U.	2,746	4,793	245
Emory U.	1,142	1,628	261
Fordham U. M	4,007	7,106	400
Georgetown U. M	2,309	2,309	347
George Washington	1,804	5,586	447
Harvard M	8,272	10,598	...
Johns Hopkins	1,708	4,662	670
Lehigh M	1,467	1,591	148
Loyola, Ill.	2,454	4,945	550
Loyola, La.	679	1,576	143
Marquette	2,662	3,313	355
New York U.	12,067	27,905	1,788
Northwestern	5,791	11,460	684
Princeton M	2,551	2,551	294
Rice Inst.	1,370	1,370	93
Rutgers	2,718	4,250	309
St. John's C., N. Y.	5,092	6,746	146
St. Louis U.	3,850	6,045	600
Stanford	3,211	3,730	582
Syracuse	4,778	6,977	600
Temple	5,528	8,620	738
Tulane	2,525	3,929	414
U. of Buffalo	1,477	3,683	447
U. of Chicago	5,334	10,552	740
U. of Denver	1,178	2,663	179
U. of Detroit	1,507	2,423	160
U. of Notre Dame M	2,780	3,543	192
U. of Pennsylvania	6,764	12,270	1,318
U. of Pittsburgh	6,378	11,390	796
U. of Richmond	951	1,289	65
U. of Rochester	1,897	3,241	313
Vanderbilt	1,331	1,339	386
Washington	3,474	4,529	453
Western Reserve	3,540	8,764	648
Yale	4,942	5,651	684
Totals	**161,467**	**270,517**	...

TABLE III—(*Continued*)
II. COLLEGES OF ARTS AND SCIENCES
(For men and women, and privately controlled unless otherwise indicated. **Pub.** = Publicly controlled. **M** = Men. **W** = Women)

Institution	Students Full-time	Students All Residents	Teaching Staff
Adelphi **W**	473	473	39
Agnes Scott **W**	459	467	43
Alabama C. **Pub. W**	776	1,123	81
Albion	629	643	49
Albright	353	412	30
Alfred U.	536	636	49
Allegheny	595	662	43
Alma	263	287	22
American U.	340	563	50
Amherst **M**	694	697	72
Antioch	533	548	63
Ashland	302	709	32
Augustana, Ill.	494	619	35
Augustana, S. D.	400	537	35
Baker U.	317	379	29
Baldwin-Wallace	487	552	48
Bates	696	947	42
Baylor U.	862	1,407	76
Beloit	489	503	37
Berea	616	770	52
Bethany, W. Va.	307	307	30
Birmingham-South.	816	1,379	54
Blue Mountain **W**	212	383	24
Bowdoin **M**	581	581	55
Bradley Polytech. In.	649	917	50
Bryn Mawr **W**	438	477	83
Bucknell U.	990	1,296	78
Butler U.	1,420	2,428	125
Calvin	391	391	20
Canisius **M**	930	1,180	45
Capital U.	480	576	65
Carleton	829	845	64
Carroll	438	532	30
Carthage	272	313	27
Catawba	343	591	27
Centenary	501	760	44
Central, Mo.	569	740	35
Centre	380	380	28
Claremont C.	48	456	98
Coe	704	966	60
Coker **W**	176	178	19
Colby	606	615	41
Colgate **M**	973	973	85
C. of Charleston **Pub.**	336	489	28
C. of Idaho	370	435	31
C. of Mt. St. Vincent **W**	490	507	36
C. of New Rochelle **W**	767	788	55
C. of Notre Dame **W**	121	204	20
C. of the Ozarks	240	274	22
C. of the Pacific	457	742	58
C. of Puget Sound	566	906	41
C. of the Sacred Heart **W**	212	212	..
C. of St. Catherine **W**	404	598	48
C. of St. Elizabeth **W**	340	466	34
C. of St. Rose **W**	240	317	27
C. of St. Teresa **W**	312	638	32
C. of Wooster	797	842	67
Colorado C.	618	647	61
Columbia C., Ia., **W**	359	1,016	47
Concordia	404	408	33
Connecticut C. for **W**	583	603	52
Connecticut S. C. **Pub.**	707	711	80
Converse **W**	312	312	33
Cornell C. of Ia.	425	503	42
Davidson **M**	625	684	43
Denison U.	785	878	62
DePauw U.	1,565	1,573	105
Dickinson	578	586	35
Doane	196	200	22
Dominican **W**	191	455	38
Drury	273	287	31
D'Youville **W**	220	220	25
Earlham	449	468	41
Elmira **W**	419	424	54
Elon	216	266	20
Emory & Henry	334	461	17
Erskine	319	319	20
Eureka	197	202	21
Evansville C.	347	549	24
Florida S. C. for **W Pub.**	1,719	2,479	121
Franklin C. of Ind.	264	275	24
Franklin & Marshall **M**	674	674	44
Friends U.	238	334	29
Furman U. **M**	396	788	24
Geneva	558	802	35
Georgetown C.	255	305	19
Georgia S. C. for **W Pub.**	1,126	1,951	81
Georgia S. W's C. **Pub.**	349	533	24
Gettysburg **M**	536	585	47
Good Counsel C. **W**	147	147	26
Goucher **W**	722	725	88
Greensboro **W**	174	215	26
Grinnell	670	722	63
Grove City C.	614	713	37
Guilford	240	271	20
Gustavus Adolphus	330	334	25
Hamilton **M**	465	465	45
Hampden-Sydney **M**	317	317	16
Hanover	331	384	20
Hastings	447	657	43
Haverford **M**	313	313	39
Heidelberg	333	373	35
Hendrix	314	334	27
Hillsdale	403	463	33
Hiram	322	391	26
Hobart **M**	310	310	38
Holy Cross **M**	1,094	1,094	72
Hood **W**	416	423	47
Hope	450	450	25
Howard C.	636	1,243	41
Hunter C. **Pub. W**	4,416	11,223	572
Illinois C.	398	418	25
Illinois-Wesleyan	518	534	48
Immaculata **W**	175	447	36
Incarnate Word **W**	311	556	31
James Millikin U.	337	383	47
Jamestown	283	342	25
John Carroll U. **M**	518	590	21
Judson **W**	197	208	31
Juniata	470	619	45
Kalamazoo	348	355	26
Kenyon **M**	193	195	27
Keuka **W**	205	206	27
Knox	490	498	42
Lafayette **M**	949	952	102
Lake Forest	314	322	28
La Salle C. **M**	242	339	29
Lawrence	751	925	71
Lebanon Valley	383	514	30
Lenoir-Rhyne	299	311	20
Lewis Inst.	933	2,816	104
Limestone **W**	249	427	21
Lincoln U. **M**	292	292	19
Lindenwood **W**	335	337	38
Linfield	306	358	24
Loretto Heights	108	187	22
Louisiana C.	230	355	15
Luther **M**	271	271	18
Lynchburg	240	267	22
Macalester	427	431	35
MacMurray C. **W**	358	365	27
Manhattan **M**	1,166	1,256	77
Marietta	348	443	33
Marshall **Pub.**	1,649	3,434	81
Marygrove **W**	362	761	55
Marymount **W**	100	225	35
Maryville, Tenn.	770	774	33
Marywood	400	619	51
McKendree	255	312	20
Mercer U.	339	624	33
Middlebury	638	1,163	57
Mills **W**	482	569	79
Millsaps	455	507	23
Mississippi C. **Pub. M**	335	522	18
Mississippi S. C. for **W**	793	793	66
Missouri Valley	231	316	20
Monmouth	436	584	35
Moravian **M**	136	145	18

TABLE III—(*Continued*)
II. COLLEGES OF ARTS AND SCIENCES

Institution	Students Full-time	Students All Residents	Teaching Staff
Mount Holyoke W	978	1,006	119
Mount Mary W	238	626	40
Mount St. Joseph W	192	455	34
Mount St. Mary's M	351	351	32
Mount Union	488	585	33
Muhlenberg M	457	839	30
Muskingum	600	1,295	47
Nazareth, N. Y. W	170	242	25
Nebraska Wesleyan	382	582	39
Newcomb W	599	...	67
N. Y. S. C. for Teachers	1,317	2,798	82
Niagara U.	567	937	48
North Central	453	469	38
Notre Dame, O. W	163	364	33
Oberlin	1,494	1,603	159
Occidental	591	622	58
Ohio Wesleyan U.	1,446	1,460	130
Oklahoma C. for W Pub.	817	817	50
Ottawa U.	235	358	23
Otterbein	276	328	38
Ouachita	270	274	24
Pacific U.	224	224	..
Park	506	512	34
Parsons	295	417	24
Penn	198	275	24
Pennsylvania C. for W	284	296	32
Pomona	718	757	74
Presbyterian M	285	286	18
Radcliffe W	880	1,037	300
Randolph-Macon M	260	260	16
Randolph-Macon W	562	562	65
Reed	393	429	33
Ripon	348	366	34
Roanoke	335	490	18
Rockford	286	421	36
Rosary W	306	768	42
Rosemont W	190	190	32
Russell Sage W	387	400	45
St. Ambrose M	305	553	24
St. Benedict's M	272	582	22
St. Bonaventure's M	475	756	45
St. Joseph's C. for W, Md.	178	178	36
St. Joseph's, N. Y. W	387	387	36
St. Joseph's, Pa. M	413	413	29
St. Lawrence U.	684	897	52
St. Mary's M	556	556	40
St. Mary's of Notre Dame W	201	201	42
St. Mary-of-the-Woods W	244	...	36
St. Olaf	770	797	60
St. Thomas M	823	973	38
Salem, W. Va.	302	533	24
Scripps	188	188	26
Seton Hill W	255	485	45
Shorter W	201	201	23
Shurtleff	228	325	15
Simmons C. W	1,434	1,613	145
Simmons U.	437	649	52
Simpson	472	583	37
Skidmore W	697	756	67
Smith W	1,974	2,112	239
Southwestern, Tenn.	381	412	29
Southwest. Louisiana I. Pub.	967	1,385	60
Southwestern U.	301	...	26
Spring Hill M	188	190	21
Sterling	110	186	21
Susquehanna U.	270	311	43
Swarthmore	553	553	78
Sweet Briar W	442	442	45
Tarkio	155	211	21
Texas S. C. for W Pub.	1,086	1,876	111
Thiel	244	320	20
Transylvania	308	388	23
Trinity, Conn. M	425	437	46
Trinity, D. C. W	321	351	47
Tufts	1,982	1,982	498
Tusculum	260	263	18
Union, N. Y. M	866	866	81
U. of Chattanooga	444	654	30
U. of Dubuque	183	286	22
U. of Redlands	517	700	50
U. of the South M	233	235	27
U. of Tulsa	490	1,001	52
Ursinus	475	477	37
Valparaiso U.	511	684	44
Vassar W	1,201	1,252	152
Villanova M	888	1,439	59
Va. Mil. Inst. Pub. M	647	647	56
Wabash M	359	368	30
Wake Forest M	788	1,175	37
Washburn	696	971	78
Washington C.	281	292	23
Washington & Jefferson M.	465	561	28
Washington & Lee	823	823	54
Webster W	167	172	34
Wellesley W	1,487	1,530	167
Wells W	238	238	39
Wesleyan C. W	241	243	30
Wesleyan U. M	636	639	67
Western C. for W	325	325	35
Western Maryland	478	708	46
Westminster, Mo. M	269	269	15
Westminster, Pa.	581	616	38
W. Va. State C. Pub.	541	913	50
W. Va. Wesleyan U.	328	720	25
Wheaton, Ill.	656	770	39
Wheaton, Mass. W	466	466	53
Whitman	429	429	35
Whittier	450	545	36
Williamette U.*	501	565	43
William Jewell	351	405	25
William & Mary	1,535	1,535	76
William Smith	133	134	38
Williams M	772	772	79
Wilson W	429	429	44
Winthrop Pub. W	1,549	1,959	78
Wittenberg	783	1,128	70
Wofford M	381	549	22
Woman's C. of Ala.	302	359	34
Woman's C. U., N. C.	1,401	2,154	120
Xavier M	503	727	43
Yankton	286	369	31
Totals	**142,839**	**187,537**	...

58 in library work and 57 in landscape architecture. Full-time students, 1932, 10,579; in 1927, 12,033.

The three fields at Indiana University which record more students than in 1931 are law, medicine and commerce. Under other courses in Table I the 176 students in nurses training are listed. Full-time students, 1932, 3,905; in 1927, 4,082.

There are 30 more students in the graduate school at the State University of Iowa this year than last and four more students in law. Other schools and departments show the same decreases in attendance which are evident in state institutions of the Middle West. Full-time students 1932, 4,222; in 1927, 5,345.

The Johns Hopkins increase over 1931 in full-time enrolment is due to more students in liberal arts, in engineering, in medicine and in the undergraduate school of business economics.

TABLE III—(*Continued*)
III. INDEPENDENT TECHNICAL INSTITUTIONS
(Technological, teaching, etc., offering considerable work in liberal studies. For both men and women, unless otherwise indicated)

Institution	Students Full-time	Students All Residents	Teaching Staff
A. & M. C. of Texas **Pub. M**	1,977	2,455	203
Alabama Polytech. In. **Pub.**	1,610	2,509	145
Arizona S. T. C. **Pub.**	821	1,064	54
Armour I. of T.	865	929	77
Ball State T. S. **Pub.**	1,177	2,360	58
Battle Creek	297	485	31
Calif. Inst. Tech. **M**	715	735	100
Carnegie Tech.	2,269	3,821	295
Case S. of Ap. Science **M** ...	687	742	79
Central S. T. C., Mich. **Pub.**	806	1,666	80
Citadel **Pub. M**	525	525	38
Clemson Agr. C. **Pub. M** ...	1,182	1,207	99
Colorado S. Agr. C. **Pub.** ...	1,283	2,011	116
Colorado S. of Mines **Pub. M**	486	486	50
Concord S. T. C. **Pub.**.....	740	1,374	34
Drexel Inst.	1,396	1,538	104
George Peabody C. for T...	430	2,093	75
Georgia S. of Tech. **Pub. M**	2,015	2,528	166
Illinois S. N. U. **Pub.**	1,621	3,309	136
Illinois S. T. C. East. **Pub.**.	872	1,489	66
Illinois S. T. C. North. **Pub.**	827	1,318	62
Indiana S. T. C. **Pub.**	1,571	1,721	96
Int. Y. M. C. A. **M**	506	622	38
Iowa S. A. & M. **Pub.**	3,410	4,184	372
Iowa S. T. C. **Pub.**	1,518	3,018	170
Kansas S. C. of Ag. **Pub.** ..	2,468	3,142	324
Kansas S. T. C. **Pub.**	1,113	2,382	100
La Crosse S. T. C., Wis. **Pub.**	792	792	48
Mass. Inst. of Tech.	2,831	2,831	466
Massachusetts S. C.	979	979	104
Mich. C. of M. & Tech **Pub.**	561	561	70
Mich. S. N. C. **Pub.**	1,926	3,409	194
Mich. S. T. C. North. **Pub.** .	561	592	62
Missouri S. T. C. N'east **Pub.**	563	635	50
Missouri S. T. C. S'east **Pub.**	601	1,341	43
Missouri S. T. C. S'west **Pub.**	1,281	2,748	66
Montana S. C. **Pub.**	888	986	83
N. Mex. C. of A. & M. Arts **Pub.**	421	...	50
New Mexico S. T. C.	183	518	21
N. Car. S. C. of Ag. & Eng. **Pub.**	1,592	1,937	127
N. Dakota Agr. C. **Pub.** ...	1,243	1,720	115
Oklahoma A. & M. **Pub.** ...	3,307	4,530	229
Oregon S. C. **Pub.**	2,238	2,679	222
Polytech. In. of Brooklyn **M**	527	1,840	100
Purdue **Pub.**	3,829	4,449	325
Rensselaer Polytech. In. **M** .	1,478	1,517	136
Rhode Island S. C. **Pub.**	911	922	64
Rose Polytech. In. **M**	248	256	26
S. Dakota S. C. of Mines **Pub.**	296	301	24
S. Illinois S. N. U. **Pub.**....	1,653	2,719	104
Stevens Inst. of Tech. **M** ...	467	499	57
Texas Tech. C. **Pub.**	1,853	3,105	108
U. S. Military Acad. **Pub. M**	1,299	1,299	145
Utah S. Ag. C. **Pub.**	1,332	1,948	104
Va. Polytech. In. **Pub.**	1,490	1,876	124
Western S. C. of Colo. **Pub.**	289	577	33
Western S. T. C., Mich. **Pub.**	1,915	...	201
Wisconsin S. T. C. **Pub.**	603	1,110	49
Worcester Polytech. In. **M** .	602	657	73
Totals	**71,954**	**101,382**	...

The total of 372 listed under engineering in Table I includes 51 students in chemistry and 21 in graduate courses in engineering. There are 114 students in the school of hygiene and public health who are counted in the column other courses. Full-time students, 1932, 1,708; in 1927, 1,696.

The comment of the office of the chancellor of the University of Kansas, already quoted, doubtless accounts for the decreased enrolment; it is due to gains in the junior colleges of the state, private colleges nearer the homes of students and attendance in postgraduate courses in the high schools. Full-time students, 1932, 3,484; in 1927, 3,966.

There are a few more students in non-professional graduate work, in forestry and in music, but in other departments the University of Michigan report shows the general trend of lessened attendance. In Table I the total for other courses is made up of 189 students in oral hygiene and 130 in nursing. Full-time students, 1932, 8,523; in 1927, 9,700.

The law school is the one department of the University of Minnesota showing a gain in students this year. In Table I, the total of 1,701 listed as engineering takes in 373 students in chemistry and 159 studying under mines and metallurgy. The term other courses here includes 815 in forestry and home economics, 488 in nursing, 455 in the newly established junior college, 76 in dental hygiene and 65 in university college. Full-time students, 1932, 11,708; in 1927, 11,307.

The enrolment of the University of Missouri includes, under engineering, 501 students in the School of Mines and Metallurgy at Rolla. Full-time students, 1932, 3,494; in 1927, 3,950.

In Table I the figures for engineering students at the University of Nebraska take in 59 students in chemistry. Students in home economics are included under agriculture. The 118 nursing students are reported under other courses. Full-time students, 1932, 4,836; in 1927, 6,239.

Small increases are reported by Northwestern University in non-professional graduate, in education and in journalism enrolments. The figure for other courses in Table I is for 227 students in speech. Full-time students, 1932, 5,791; in 1927, 5,421.

Medicine and non-professional graduate study

are the only fields having gains at Ohio State University. In Table I, students in architecture are included in engineering, art students in education, forestry students in agriculture, journalism students in commerce and music students in education. The total for other students takes in 198 in veterinary medicine, 64 in arts-education, 63 in applied optics and 61 in nursing. Full-time students, 1932, 10,045; in 1927, 10,035.

The University of Pennsylvania report, although showing about three hundred fewer full-time students than in 1931, reveals several interesting increases. These are in liberal arts, in engineering (which, in Table I, includes 126 students in chemistry and chemical engineering), and in the school of education. The total of 636 medical students include 40 in the graduate school of medicine. Full-time students, 1932, 6,664; in 1927, 7,565.

The University of Pittsburgh returns in Table I include 90 students in mines under engineering. In reporting 607 students in education, the comment is that the freshman year in education is now included in the liberal arts college. Ten students in retail training are listed under other courses. Full-time students 1932, 6,378; in 1927, 7,414.

Princeton's increase of 30 students over last year is due to the admission of a somewhat larger freshman class than usual. Full-time students, 1932, 2,551; in 1927, 2,469.

Stanford University continues its limitation of women students to precisely 500. There are fewer men in all departments, except medicine, where a slight increase is recorded over 1931. In Table I, the total given for engineering includes 30 chemistry students. The 267 non-professional graduate students are working in the schools of biological sciences, hygiene and physical education, letters, physical sciences and social sciences. The total of 2,073 under other courses includes undergraduates in the school of biological sciences, letters, physical sciences, social sciences and the lower division. Full-time students, 1932, 3,211; in 1927, 3,412.

The figures in most departments at Syracuse University are somewhat lower than last year. In the case of the teachers college and the library school the decreases are partly explained by the absorption by the liberal arts college of the freshman teachers and of the freshman and sophomore library groups. The total given under other courses in Table I take in 182 students in home economics, 154 in nursing, 62 in the library school and 52 Wanakena forest rangers. Full-time students, 1932, 4,778; in 1927, 5,012.

The report for the University of Texas presented by the registrar's office states that enrolment in the main university at Austin "shows an increase of about 4 per cent. over 1931 figures; the college of arts and science has an increase of about 7 per cent.; the college of engineering shows a decrease of about 9 per cent." The 145 students in nursing are counted under other courses in Table I. In entering the number of duplicates for the summer session and the "long session," the compiler of this series has repeated the estimated deduction used last year, *viz.*, 1,400. Full-time students, 1932, 6,668; in 1927, 5,536.

The attendance at the Tulane University of Louisiana is practically the same as that of 1931 and 1930. In Table I the total for engineering includes 66 in chemistry. Students in education and in journalism are counted in the liberal arts college total. Other courses here means 76 in review courses in the graduate school of medicine and 29 in social work. Full-time students, 1932, 2,525; in 1927, 2,359.

In the engineering total of 860 in Table I for the University of Washington at Seattle, 50 students in mines are included. The heading other courses here takes in 1,031 students in the college of science and 47 in library science. Full-time students, 1932, 6,339; in 1927, 7,354.

Increases in law, medicine and non-professional graduate enrolment at the University of Virginia are offset by decreases in other departments. This year's total is slightly below that of last. Full-time students, 1932, 2,448; in 1927, 2,135.

There are more undergraduates in liberal arts, both men and women, at Washington University, Saint Louis, than last year and more graduate students in non-professional work and in law and medicine. Other decreases bring the full-time total to 9 below that of 1931. In Table I the figures for commerce include students in social work. The 206 listed under

other courses are students in nursing. Full-time students, 1932, 3,474; in 1927, 3,384.

The figures for Western Reserve University in Table I include, under college men and women, certain professional school students taking courses in liberal arts. A memorandum accompanying the report reveals that the net enrolment of liberal arts and undergraduates is 1,049 men and 744 women, as compared with 1,036 men and 793 women in 1931. The total of 618 under other courses includes 288 students in nursing, 253 in the school of applied social sciences, and 77 in library science.

In Table I the engineering total given for the University of Wisconsin includes 148 students in chemistry. Other courses here means 72 in graduate nursing and 42 in the library school. Full-time students, 1932, 7,833; in 1927, 8,942.

The Yale University figures in Table III need interpretation. The 1,556 students listed as college men are in the three upper years of Yale College. There are 882 also in the separate unit, the freshman year. The engineering total includes 430 in the Sheffield Scientific School, 201 engineering undergraduates, and 32 in graduate engineering. Under other courses are included 882 in the freshman year, 120 students in drama and 110 in nursing. Full-time students 1932, 4,942; in 1927, 5,007.

EDUCATIONAL EVENTS

MEMORANDUM OF THE RHODES TRUSTEES

MORE than six hundred candidates—a record number—are representing American colleges and universities in the 1932 competition for thirty-two Rhodes Scholarships to Oxford now in progress in each of the states. State committees of selection are having meetings this week and will make recommendations to the eight district committees, in accordance with the new selective system.

In view of the large number of competitors, President Frank Aydelotte, of Swarthmore College, American secretary to the Rhodes Trustees, wrote to members of the committees that it was "even more important this year than in the past to make a preliminary elimination on the basis of credentials, and to see only those candidates whose qualifications are such as to give them a good chance for appointment."

Along with the usual instructions the committees received a copy of the memorandum of Lord Lothian, secretary of the Rhodes Trust, London, giving statistics on the record at Oxford of Rhodes Scholars from the United States and the British Dominions, 1903–28. This memorandum begins with the expression by the trustees of their opinion that "the performance of Rhodes Scholars both at Oxford and in after-life, taken as a whole, is satisfactory and up to date justifies the faith of Cecil Rhodes. In the great majority of cases Rhodes Scholars are making a success of their lives and are beginning to exercise that influence in their own communities for which Mr. Rhodes hoped. So far as Oxford is concerned, this view is supported by the record of results achieved by Rhodes Scholars."

After emphasizing that "a number of scholars are already fulfilling in eminent degree Mr. Rhodes's hope that they would in after-life regard the performance of public duties as their highest aim," the memorandum of the trustees states:

> At the same time it is clear that a percentage of those who have been elected as Rhodes Scholars have not been up to the minimum standard which Mr. Rhodes had in view, and have failed to take advantage of the opportunity given to them either at Oxford or in after-life. The trustees feel that now that the Rhodes Scholarship system has established itself beyond question it is important that the element which has been below standard should, if possible, be eliminated. . . . The trustees propose in future to scrutinize the records of all Rhodes Scholars in residence at the end of each year, and in the event of any Rhodes Scholar falling definitely below the average undergraduate standard and proving himself clearly unlikely to justify his scholarship, to discontinue it, in accordance with Clause 30 of Mr. Rhodes's will.

The statistical tables presented reveal that the record of the American scholars is slightly below that of the British Dominions so far as

first and second classes are concerned, but is superior in the number of research degrees taken.

In the final "honors schools" it is shown that 142 Rhodes Scholars (or 15.9 per cent.) won first class and 452 (or 50.7 per cent.) won second class. For first and second class together the percentage was 66.7, as compared with 74.2 per cent. for Oxford "scholars and exhibitioners" and with 40.0 per cent. for Oxford "commoners or holders of small exhibitions."

A comparison of the performance of the 677 Dominions and the 755 United States scholars from 1903 to 1928 inclusive discloses that 15.8 per cent. of the Dominions scholars and 13.8 per cent. of the American scholars won first class; and 50.2 per cent. of the Dominions scholars and 46.8 per cent. of the American scholars won second class. American scholars took 108 advanced or research degrees, while scholars from the Dominions took 108 such degrees.

As to the vocations followed by all Rhodes scholars since leaving Oxford, a table gives these figures: Education, 477; law, 348; business or industry, 186; medicine, 114; government service, 90; ministry or social work, 48; literature and journalism, 42; mining or engineering, 34; farming, 23; forestry, 15; army, navy or air service, 8; League of Nations and other international institutions, 3; miscellaneous, 24; unknown, 9; not yet settled, 22.

R. W.

DIFFICULTIES OF SELF-SUPPORTING STUDENTS AT YALE UNIVERSITY

SEVENTY undergraduates, more than two per cent. of the student body, were forced to discontinue their studies at Yale University last year because of economic difficulties, although the university made awards of scholarships, fellowships and loans amounting to $683,378 to 1,493 students, and the students themselves, during the entire year, earned $553,701. These figures are contained in a report made to President James Rowland Angell by Albert B. Crawford, director of the Department of Personnel Study and Bureau of Appointments at the university, who points out that of the $1,239,498 in beneficiary aid and student earnings reported by the department, approximately eighty-five per cent. ($1,050,532) represented assistance rendered by the university through financial aid or through employment secured for students directly by the Bureau of Appointments. During the year Yale loaned its students in all schools and departments a total of $202,659 on notes payable, as a rule, in from two to five years after graduation and on which no interest is charged where the notes are paid when due. Notes outstanding at the close of the fiscal year on June 30, 1932, amounted to $839,754.

Inability to obtain employment during the summer has greatly aggravated the problem of keeping in college as many self-supporting students as are now trying to earn their way. This, Mr. Crawford points out, is because vacation employment offers almost the only means by which students can accumulate actual cash in hand against future college expenses.

The report emphasizes that the present difficulties of self-supporting students at Yale University are not merely local problems, as is evidenced by recent statements from other universities. "In fact, Yale students, in this respect, have suffered less than have those at many institutions where campus employment has been relatively less stabilized."

FINANCES OF HARVARD UNIVERSITY

THE report of Henry L. Shattuck, treasurer of Harvard University, made to the Board of Overseers, shows that the operating expenses of the university for the twelve months ended June 30, 1932, were $14,111,225.33, an increase of $644,233.91 over those of the previous year.

These expenses may be classified as follows:

HARVARD UNIVERSITY EXPENSES

	Year ended June 30, 1932	Increase over Previous Year
Salaries of officers of administration, instruction and research	$4,469,910.33	$225,899.23
Services, wages and other expenses of administration, instruction and research	4,292,189.61	213,915.10
Maintenance and operation of grounds and buildings, including houses and dormitories	1,616,003.09	68,029.61
Student scholarships, loans and prizes	753,180.03	17,930.33
Dining halls and Faculty Club	1,226,182.29	208,077.21

Athletics and physical education	849,514.73	*142,431.58
Medical School heat and power plant	280,887.69	17,898.41
Annuities, retiring allowances and other non-departmental activities	623,357.56	34,915.60
	$14,111,225.33	$644,233.91

* Decrease.

The expenses were met by income from endowment funds and by gifts and receipts restricted to special purposes to the extent of $7,828,917.69. This figure does not include the general revenues of the dining halls and Faculty Club, athletics, the Medical School heat and power plant, the houses and dormitories, and other self-supporting activities. The tuition fees received in all departments of the university amounted to $3,523,759.33.

On June 30, 1932, the book value of endowment funds, exclusive of land and buildings used for educational purposes, was $123,415,389.51, an increase of $6,211,139.17 over the previous year. A portion of the residuary bequest of the late Stuart Wyeth, of Philadelphia, and the receipt of a trust fund established by the late Nelson Robinson, of New York, were the principal items contributing to this increase.

JANE A. NEIL

THE Chicago Board of Education has adopted the following minute concerning the death of Jane A. Neil.

It is with keen sorrow and regret that we report the death of Jane A. Neil, district superintendent, which occurred on October 29, 1932.

For more than thirty-two years, Miss Neil had been connected with the Chicago public schools as teacher in the elementary schools, assistant principal of the Norwood Park Elementary School, principal of the Spalding School for Crippled Children, and as district superintendent. It was as principal of the Spalding School, however, that she achieved renown and became eminent not only locally but throughout the country. She died a martyr to this work through her untiring energy and zeal in behalf of crippled children.

Miss Neil was born in Grand Haven, Michigan, on September 17, 1875. For five years before entering the Chicago public school system, she was a teacher in Michigan, Wisconsin and Illinois. Her first assignment in the Chicago schools was to the Belle Plaine School, now Coonley School, in 1900. She taught in several schools until 1912, when she was made the assistant principal of the Norwood Park School. In 1914 she became principal of the Spalding School for Crippled Children, and in 1928 was made district superintendent in charge of special work for the physically handicapped children.

It was primarily due to Miss Neil's insistent work and her aggressive program that the present Spalding School for Crippled Children was erected. This school, which is considered the best example of the type of school that should serve the physically handicapped child, was designed, planned and organized by her. She will always be inseparably connected with the name of this school. Her outstanding contribution in connection with crippled children's work was the development of the physio-therapy and the occupational therapy which formed such a prominent part of the program of the Spalding School.

Miss Neil was consulted regarding the plans for the St. Louis School for Crippled Children, the Toledo School for Crippled Children, the Minneapolis School and the Detroit School. She was consulted as an expert in this line by the Rotarians in practically all the states. She was chairman of the White House Committee on the Education of Handicapped Children.

In the passing of Miss Neil the Chicago public-school system has lost a most valuable administrator and public servant.

THE OLDEST FREE SCHOOL IN THE UNITED STATES

WHAT is probably the oldest free school in continuous operation in the United States—a school built by George Washington in 1785 and still in use by the public school system of Alexandria, Virginia—will be marked with a bronze plaque at 3 P. M., on Wednesday, December 14. A nation-wide radio hook-up will bring the event to school children throughout the country and to other listeners.

The Federal Office of Education, the National Education Association, the Washington Society of Alexandria and the American Legion will participate in the ceremony giving recognition to the old three-story brick Alexandria Academy building as an outstanding educational shrine.

For years the true history of this building was forgotten in Alexandria. Recently the researches of the Washington Society have established beyond question that this is the very school which the first President, according to a letter to Jefferson, created "for the education

and support of poor children, especially the descendants of those who have fallen in the defense of their country." Washington also attended commencement exercises in this school. In his will he left the academy $4,000. Robert E. Lee was a pupil in the school from 1818 to 1824.

The U. S. Commissioner of Education, William John Cooper, will be one of the three principal speakers at the exercises, which will be conducted by the Washington Society. This society was organized by Washington's Alexandria friends one month after his death, in order to carry on his charities, one of which was this free school. Commissioner Cooper will speak on "A National Shrine for Education." Francis P. Gaines, president of Washington and Lee University, will tell the remarkable contributions which Washington and this school made to education. Hugh T. Williams, national chairman of the Americanism Commission of the American Legion, will speak on "What Free Schools Mean to America." The United States Army band will play.

In case of bad weather, addresses marking the unveiling of the plaque will be given in the neighboring Old Presbyterian Meeting House which has been reconditioned by the Washington Society, and where this organization met after 1800. The master of ceremonies will be John B. Gordon, of the Washington Society.

The old Alexandria Academy is now used for the overflow from the grade school that stands next to it. It faces the new Mount Vernon boulevard. Three grades occupy the three classrooms.

Alexandria school authorities will participate in the exercises. Patriotic societies and other organizations have been invited to send representatives to the ceremonies.

A CHILDREN'S SCIENCE FAIR

ENTRIES for children exhibiting their work in science at the Children's Science Fair have been compiled by The American Institute and show an increase over last year of 40 exhibits entered as the work of groups of children and 57 exhibits entered as the work of individuals.

The fair is being held this year by the institute at the American Museum of Natural History from December 4 to 15.

An analysis of the returns shows that studies in plant and animal life lead all other science subjects, with 109 entries. Physics has 75 entries; biology, 74; industries, 66, and chemistry, 52.

Science pupils from every borough will show their work, though entries from Brooklyn children lead in numbers. There will be 65 group exhibits and 90 individual projects from Brooklyn. Entries from Manhattan are next with 59 groups and 91 individuals; from the Bronx there will be 49 groups and 60 individuals; from Queens 39 groups and 45 individuals, and from Staten Island 3 groups and 4 individuals.

These entries come principally through the schools of each borough, both public and private, though Boy Scout Troops, Catholic Boys Brigades and private clubs are well represented. The total number of schools represented are: Manhattan, 35; Brooklyn, 41; Bronx, 24; Queens, 20, and Staten Island, 1. The total number of extra school entries is 47.

The Children's Science Fair of the American Institute is held each year at the American Museum of Natural History. So much interest has been shown in it, not only by the exhibitors but by the general public as well, that this year it will be open for twelve days instead of a week, as in the past. Last year over 35,000 people visited the fair.

THE AMERICAN LIBRARY ASSOCIATION

A NEW feature of the midwinter meeting of the American Library Association to be held at the Drake Hotel, Chicago, from December 28 to 31, will be the observance of "Trustees' and Citizens' Day." Thursday, December 29, has been set aside for a library trustees' discussion meeting, a dinner for trustees and other influential citizens, and an open meeting of the council at which trustees will be welcome.

President Harry Miller Lydenberg and Michael F. Gallagher, Chicago lawyer and chairman of the Trustees Section, have extended a special invitation to library boards to appoint one or more of their trustees to represent them at these gatherings.

"Library Revenues for Essential Services" will be the general subject for the discussion meeting. No papers will be presented, but Mr.

Gallagher proposes consideration of the following topics: (1) Essential need of library service under present conditions. (2) Our responsibility as trustees in maintaining revenues for these essential services. (3) How can libraries profit by citizens' committees, taxpayers' leagues, and organizations working for reduction of public expenditures? (4) Facts and figures which will aid in arousing public opinion in establishing the library's claim to support at this time.

Representatives of various national organizations will be invited to attend the dinner.

At the council session Thursday morning the subject for discussion will be "Popular Government, Social Welfare and Libraries," Frank Leland Tolman, director of the Extension Division, New York State Library, introducing the problem. William L. Bailey, professor of sociology, Northwestern University; Carleton B. Joeckel, department of library science, University of Michigan; Michael F. Gallagher; Samuel H. Ranck, chairman of the Committee on Library Revenues, and Gratia A. Countryman, chairman of the Librarians of Large Public Libraries, will also be speakers.

The American Library Association retirement plan for librarians will be the chief subject discussed at the second council meeting on Friday morning, December 30. The plan will be explained in detail that same afternoon, when representatives of libraries interested in annuities will meet with representatives of the American Library Association committee on annuities and the insurance company selected to underwrite the plan. These representatives will also be available for consultation throughout the conference.

Other subjects on the council program include: "The Present Situation in Regard to Unemployment among Librarians," Charles H. Compton, chairman of the American Library Association Committee on Salaries; "Dollar *per capita* Libraries in Time of Depression," Samuel H. Ranck; report of the Committee on Cooperative Cataloguing, Keyes D. Metcalf, chairman.

Groups planning sessions during the midwinter meeting include: Advisory Board for the Study of Special Projects, American Library Institute, Association of Research Libraries, Board of Education for Librarianship, Board on the Library and Adult Education, College Librarians of the Middle West, Editorial Committee, Executive Board, League of Library Commissions, Librarians of Large Public Libraries, Library Extension Board, Normal School and Teachers College Librarians, North Shore Library Club, Program Committee, Publicity Committee, Salaries Committee, School Libraries Committee, Trustees Section, University and Reference Librarians.

EDUCATIONAL NOTES AND NEWS

ALBERT LINDSAY ROWLAND has been formally installed as president of State Teachers College, Shippensburg, Pennsylvania. He succeeds the late Ezra Lehman.

THE REV. DR. CLYDE ALVIN LYNCH, who was recently elected president of Lebanon Valley College, has now taken up his work at the college. During the last two years Dr. Lynch has been head of the department of homiletics and practical theology at Bonebrake Theological Seminary.

AT the University of Chicago, Professors E. H. Moore and H. E. Slaught have retired from active service in the department of mathematics, with the title of professor emeritus. Both have been in the university since it opened its doors in the autumn of 1892. Professor Moore was acting head of the department from 1892 to 1896, and head from 1896 until 1931, when he gave up his administrative duties. Professor Slaught was a fellow in mathematics at the University of Chicago from 1892 to 1894, and was one of the first group of graduate students who received the Ph.D. degree in mathematics from the university. From 1894 on he has been a member of the staff of the department of mathematics.

A TESTIMONIAL dinner in honor of Dr. George H. Blakeslee, head of the department of history and international relations at Clark University, sponsored by the Worcester College Club and the Worcester Branch of the Foreign Policy

Association, was given on December 1. Dr. Mary E. Woolley, president of Mount Holyoke College and United States delegate to the League of Nations Disarmament Conference at Geneva during the past summer, gave the principal address. Other speakers in addition to Dr. Blakeslee were, President Wallace W. Atwood, of Clark University, and Dr. Samuel B. Woodward, president of the Worcester Branch of the Foreign Policy Association.

DR. SAMUEL A. BROWN, dean emeritus of the New York University and Bellevue Hospital Medical College and member of the university board of councilors, was the guest of honor at a dinner given on December 4 by his associates and friends in recognition of his many years of service. Dr. Brown has been a member of the medical faculty of New York University since 1896 and was appointed dean in 1915. He was president of the New York Academy of Medicine in 1925–26. Dr. George David Stewart was toastmaster at the dinner and the speakers included Charles M. Schwab, Dr. Elmer Ellsworth Brown, chancellor of New York University, and Dr. Walter Lindsey Niles, formerly dean of Cornell Medical College.

DR. CHARLES H. HASKINS, Henry Charles Lea professor of medieval history, emeritus, at Harvard University, recently received the degree of doctor *honoris causa* from the University of Caen. The award was in recognition of his work in Norman history.

DR. S. L. MILLARD ROSENBERG, professor of Spanish at the University of California at Los Angeles, has been elected a corresponding member of the Academia Española, the highest Spanish honor to which an American scholar in the field of Hispanic studies can attain.

DR. PERCIVAL BRADSHAW FAY, chairman of the department of French at the University of California, has been honored by the French government with the Palmes académiques. He was given the rank of Officier de l'Instruction publique. The title was conferred by M. de Bellefon, Consul-General at San Francisco, at the semi-annual initiation and dinner of Pi Delta Phi, French honor society.

L. J. A. MERCIER, associate professor of French and education at Harvard University, was recently given the rank of Knight of the French Legion of Honor in recognition of his work, "as teacher and critic, in extending knowledge and appreciation of French literature in America."

THERON CLARK, registrar at the University of Southern California, was elected president of the Pacific Coast Association of Collegiate Registrars at the close of the seventh annual convention. Other officers elected were Joseph West, of San Jose State Teachers College, *first vice-president;* Miss Bertha Brainard, of the Oregon State Normal School, Monmouth, Oregon, *second vice-president;* Kenneth Kerans, of Los Angeles Junior College, *third vice-president;* Carl Cowdry, associate registrar at Stanford University, *secretary,* and Miss Florence Brady, of Occidental College, *treasurer.*

RUDOLPH S. FRIED, president of the Special Schools Association of the United States and director of Bailey Hall, Katonah, New York, and other officers of the organization were reelected at the annual meeting of the association on December 2 in the New York City Club. The association is made up of a group of schools east of the Mississippi River for mentally retarded children.

AT the recent meeting of the Minnesota Education Association, Daisy Brown, a teacher in the Central School at Stillwater, was elected president. Miss Brown has been a member of the legislative committee of the association for a number of years and served as its chairman during the past four years, during which time the new teachers' retirement fund bill was passed.

MARTIN J. ENGLISH has been promoted from associate professor to professor of pediatrics and head of the department of pediatrics at the Boston University School of Medicine.

FREMONT RIDER, of New York City, has been appointed Caleb T. Winchester librarian at Wesleyan University. Mr. Rider will be the first holder of the librarianship endowed by gift of the Carnegie Corporation and named in honor of Caleb T. Winchester, professor of English, who served as librarian from 1869 to 1885. Mr. Rider was for years associated with

the late Melvil Dewey in his work with the Dewey Decimal Classification system of cataloguing and at the Lake Placid Club. Eighteen years ago he established the Rider Press for the publication of periodicals. He will continue his general supervision of the press, spending such time with it as is necessary. Mr. Rider expects to assume his new position early in 1933.

DR. LAWRENCE C. WROTH, librarian of the John Carter Brown Library of Brown University, has been appointed Rosenbach lecture-fellow in bibliography at the University of Pennsylvania for the current academic year.

JOHN A. CRANSTON, for many pears superintendent of the Santa Ana, California, city schools, is now associated with the Central Life Assurance Society.

THE resignation, to take effect in March, is reported of Charles K. Bolton, for thirty-five years librarian of the Boston Athenaeum.

DR. CHARLES W. LYON will retire on December 31 as associate superintendent after serving the New York City school system for forty-five years. He began his career in 1887 as a teacher in the Boys' High School, Brooklyn.

EDWIN KENT, principal of the Healdsburg High School, has been appointed to succeed the late O. F. Staton as superintendent of the schools of Sonoma County, California.

DR. PAUL R. NORTH, of the School of Education of Columbia University, has been retained by the New Jersey Teachers' Association to make a preliminary survey of essential and elementary facts in connection with the survey to be made of New Jersey's school system by a joint committee of educators and representative citizens. The committee has been named by the governor and the association will finance the work. Thomas H. McCarter, president of the Public Service Corporation, is chairman and Alexander Hammill, manufacturer, of Jersey City, is vice-chairman. Solomon Strong, superintendent of schools of West Orange, has been elected secretary.

DR. DAVID WEEKS, associate professor of agricultural economics in the University of California and authority on the economics of land utilization, will direct the work of the California Economic Research Council for the coming year. Professor Weeks succeeds Professor Frank Adams, head of the division of irrigation investigations and practice of the College of Agriculture. Associated with him will be Oliver P. Wheeler, Federal Reserve Bank of San Francisco, as vice-president of the council. Additional members of the executive council are Dean Henry F. Grady, of the College of Commerce; Professor H. R. Tolley, director of the Giannini Foundation of Agricultural Economics; Professor Martin H. Huberty, associate irrigation engineer, California Agricultural Experiment Station, and George Eberle, Eberle Economic Service, Los Angeles.

THE lists of members of the visiting committees of the Board of Overseers of Harvard University have been made public. Among those in the group are: Ogden L. Mills, '05, Secretary of the Treasury; Dwight F. Davis, '00, former Secretary of War; Learned Hand, '93, Justice of the U. S. Circuit Court; William Phillips, '00, former U. S. Minister to Canada; William R. Castle, '00, Under-Secretary of State; Walter S. Gifford, '05, president of the American Telephone and Telegraph Co.; Walter Lippmann, '10, editor and author; Richard Whitney, '11, president of the New York Stock Exchange; Mark Sullivan, '00, journalist; James Truslow Adams, author, and Alanson B. Houghton, '86, former Ambassador to Great Britain.

DR. HERBERT M. EVANS, professor of anatomy at the University of California, is spending a year working as a guest of the Rockefeller Institute of Medical Research, New York.

THE following members of the faculty of the University of Michigan have been granted sabbatical leave for the second semester: Professor Bradley M. Davis, department of botany; Associate Professor Harcourt L. Caverly, department of economics; Assistant Professor Lowell J. Carr, department of sociology; Professor Aubrey Tealdi, department of landscape design; Associate Professor Margaret Mann, department of library science; Assistant Professor Henry C. Eckstein, department of physiological chemistry, and Professor John A. Van den Broek, department of engineering mechanics.

PROFESSOR WILHELM KÖHLER, director of the

museums of Weimar and professor at the University of Jena, who lectures at Harvard University during the year 1932–33 as the Kuno Francke professor of German Art and Culture, is giving a course of public lectures in German on "German Painting in the Fifteenth Century" during the first half year.

BROTHER BONITUS JEROM, librarian of Manhattan College and for fifty years a teacher in Catholic parochial schools, died suddenly on December 2. He was seventy-one years old.

MISS NELLIE F. CORNELL, for sixty-two years a teacher and principal in the Rochester grade schools, died on December 3. Miss Cornell, who was ninety-two years old, was believed to have had the longest teaching record in the nation upon her retirement in 1924. She was a second cousin of Ezra Cornell, founder of Cornell University.

DR. FLORA I. MACKINNON, associate professor of philosophy at Wellesley College, died on December 4.

THE REV. DR. PETER ROBERTS, an authority on the Americanization of immigrants, who until his retirement about five years ago had been secretary of the international committee of the Young Men's Christian Association since 1907, died on December 2 at the age of seventy-three years.

CARL J. ERNST, formerly regent of the University of Nebraska, died in Omaha on November 1. Mr. Ernst had also been a member of the Lincoln Board of Education and president of the Omaha School Board for three years.

THE formal opening of the University of Louisville School of Music was held on Monday evening, November 21, in the Louisville Memorial Auditorium. The speaker of the evening was Dr. John Erskine, president of the Juilliard Foundation of New York City. The school was opened last September in cooperation with the Juilliard Foundation. This cooperation is extended through the presence for one year of Mr. Jacques Jolas, representative of the Juilliard Foundation, as dean of the school.

Museum News reports that at Sheboygan, Wisconsin, a historical museum has been established in two rooms in the first public school building of the city by the local D. A. R. Chapter, with the cooperation of the school board. For some years there has been stored in a room in the public library a collection of Indian material, pottery sherds and birds, mostly from the shores of Lake Michigan. Last year a committee was appointed to see what could be done toward putting the collection where it would be readily available to the public. The museum in the old public-school building is the result. Formal opening is planned for February, 1933. Mrs. Frances Tallmadge is chairman of the committee in charge of the project.

A COMMITTEE of Massachusetts school superintendents, organized to make a study of school finances, according to the *Boston Evening Transcript,* has been holding sessions at the State House. This committee, appointed by Commissioner Payson Smith, of the State Department of Education, in pursuance of a request made by the Massachusetts School Superintendents' Association at its April meeting, is made up as follows: Hector L. Belisle, Fall River, *chairman;* Patrick T. Campbell, Boston; Jason O. Cook, Amherst; John J. Desmond, Jr., Chicopee; Burr J. Merriam, Framingham; Farnsworth G. Marshall, Malden; Frank A. Scott, Belmont, and Burr F. Jones, Department of Education, Boston. The studies of this committee are centered about three major purposes: (1) To organize and interpret data concerning school costs, attendance and curricula. (2) To gather and interpret facts indicating trends in the practice of economy in the school systems of the state. (3) To determine whether economies can be suggested which will not impair the education of the children. Certain specific approaches to these problems are being made through a comparative study of municipal expenditures, school membership and school outlays for the years 1913, 1921 and 1930, and a study of the expansion of the curriculum within recent years. At the fall meeting of the Massachusetts Superintendents' Association to be held at the State House on November 17, the committee is to make a preliminary report, outlining the field of its investigation and asking for the assistance of the school superintendents of Massachusetts in furthering its work.

SHIRLEY W. SMITH, vice-president and secre-

tary of the University of Michigan, has filed with the regents his annual financial report for the year ending June 30, 1932. The total assets of the university are $51,398,449, which represents an increase within the year 1931–1932 of $1,831,295. This increase was principally in the "Educational Plant" accounts. Lands increased $29,553, due to miscellaneous minor purchases. Buildings increased $1,115,005, the principal items being Hutchins Hall, $737,766; the Student Publications Building, $74,725, and additional expenditures for the William W. Cook Legal Research Library, $122,349; the Michigan Union Building, $69,654; new stadium, $19,482; the University Hospital addition, $49,846, and the University Press Building, $23,346. Land improvements increased $109,288, of which tunnels accounted for $38,416, the balance being made up of miscellaneous smaller items. Equipment increased $463,225; the largest item being for library books and other publications, $162,795. Other large items were the Legal Research Library, $66,683, and the University Hospital, $87,436.

DISCUSSION

SCHOOL EXPENDITURES

THE article "A Taxpayer's View of School Expenditures," by Arthur Walworth in the issue of October 29th deserves the attention of all responsible school administrators. The point of view presented in the article is representative of a large body of opinion expressed by laymen concerning various phases of elementary, secondary and higher education. These opinions are important if for no other reason than that those expressing them will have a good deal to do in determining expenditures for public education.

I believe that Mr. Walworth would have a more intelligent perspective on educational expenditures during the "bigger and better" days were he to read the study "Taxes, Bonds, Price and Waste," presented by George C. Jensen, while research investigator for the California Teachers' Association. The article is the more impressive in that it first appeared in 1926, in the days when economy was seldom preached or practiced. Commenting on the general belief in the extravagance of government, Mr. Jensen says:

> But, although we are severe in our criticisms of the economies of our public institutions, we offset this attitude by condoning nearly every conceivable type of private expenditure. We scatter rose petals, as it were, in the path of the private spender and point the finger of warning at the supposed wastefulness of our public institutions. Extravagant private wastefulness is too often rewarded by social prestige; while fine public economies, by able public administrators, pass unnoticed into oblivion.
>
> In short, we have developed a peculiar philosophy about expenditures. On the one hand, we assume that governmental activities are necessarily wasteful and inadequate. On the other, we assume that private business and private acts belong inevitably to the field of progress and prosperity.
>
> To carry this idea a step further: We have heard much of late about "expensive" school houses. But we also have towering skyscrapers, such as no other age has produced. We have palatial banks, rivaling the architectural masterpieces of antiquity, and erected upon the most expensive corners of our very expensive cities. We have beautiful marble-lined railway stations at all the chief centers of commerce. And there are many other wonderful buildings that are the earmarks of modern times.
>
> The usual American is willing to admit that our schoolhouses, city halls and libraries are erected out of funds raised by taxation. But when it comes to the banks, to the skyscrapers, the railway stations, the moving picture theaters and similar buildings which are used by the public, he seems to have visions of private individuals dipping deep down into their own pockets.
>
> To say that "education is costing too much" is to marshal for inspection the whole matter of private expenditures. Such a survey would undoubtedly show that private waste exceeds public waste many, many times. To condone the one while complaining of the other will not solve the problem.

Certainly the public has a right to decide what it wishes to spend for schools and what ends it desires the school to serve; also, it is entitled at all times to accurate information concerning educational expenditures and accomplishments. I can not feel that the determination of details of procedure (or expenditure) is one for the layman. I wonder if we do not

XUM

sometimes attach too much importance to the judgment of "outsiders" on what are in reality technical matters. In case of illness I should prefer to submit my symptoms to a physician rather than to my next door neighbor who is an electrician. I should be sorry to see the health service in schools, the attention to mental hygiene, or the excellent guidance work in some cities left to the decision of the average taxpayer, legislator or journalist. It is important that waste be eliminated and that economies—even some drastic ones—be made; it is the function of those responsible for the development of the school to determine where those economies can be made with the least sacrifice to fundamental services.

My criticism of the point of view of such volunteer spokesmen for the taxpayer (a word almost as much abused as "scientist") is not that they urge economy, but that in the name of economy they would eliminate valuable services while encouraging what are actual extravagances in terms of valid educational results. They wish to dictate the educational offering for all high-school pupils on the basis of what they *think* was valuable to them in the school of 1900. (The chapters on "The Making of the American Mind" in the second volume of Mark Sullivan's "History of Our Times" throw much light on the genesis of the average adult American's views about public education.) Personally, I find much more hopeful than Mr. Walworth's article a notice appearing on page 566 of the same issue of SCHOOL AND SOCIETY in which is reported the appointment by Governor Moore of New Jersey of a fact-finding commission of twelve laymen and twelve schoolmen to survey conditions and operations in the public schools of the state. Its purpose is "to establish the important features which should be retained in the educational services and to indicate what, if any, might be discarded. It would also serve to answer and eliminate criticism brought from time to time against what is termed a too broad extension of public education."

Determination as to what expenditures are legitimate in secondary education is, of course, possible only in terms of those functions which the high school should perform and the varied characteristics of the pupils it serves. I can not believe that Mr. Walworth has given serious attention to either of these considerations.

EDGAR G. JOHNSTON
UNIVERSITY OF MICHIGAN

HOW CAN THE SCHOOLS BUILD A NEW SOCIAL ORDER

DR. GEORGE COUNTS, in a recent series of articles, queried, "Dare the schools build a new social order?" His three papers, now assembled in book form, challenge the educational world to re-think its way through this urgent problem. The writer wishes to examine Dr. Counts' failure to answer his own question and to then give thought to the far more difficult question, "How can the schools build a new social order?"

Dr. Counts would have the schools eternally at work resisting the forces of conservatism and reaction, reducing the social lag and stirring students with the glorious adventure of planning for a better social order. Many social studies teachers will heartily approve this point of view, but they can not agree with Dr. Counts on the more crucial issue—how this is to be accomplished.

After demolishing the specter of absolute freedom and goodness, Dr. Counts thinks we must all be ready to concede with him that the teacher should counteract, by indoctrination, the imposition of an unworthy environment. The essential point is that we dare not build a new social order if we do it in the way Dr. Counts would have it done. To come to grips with reality, let us take the case of technological unemployment. Machines have displaced men in large numbers since the fabrication of machines ceased to be a hand-tool process. Technological unemployment, being one of the several factors contributing to depression, should be dealt with through social control of production, wages and working hours. The Brandeis minority decision in the Oklahoma ice case is to be approved and the majority decision deplored. Once established by court decision, the right of government to experiment in the control of production would open the channels for more wide-spread experimentation with control of wages and hours. If the courts do not permit this kind of experimentation, it seems certain that the legislative branch of government will be forced to use its

XUM

tax power to these ends. This conclusion, stated another way, is that the concepts which guide the majority decisions of the Supreme Court on social and economic legislation tend, on the whole, to be painfully out of step with the needs of our times.

Students who accept uncritically such broad conclusions have no deep convictions which Dr. Counts would have us foster. Those deep convictions come only when students have traversed those fields of thought which give body and weight to such conclusions, when they have *gone through the processes of thought* which lead to conclusions. The shift in power from the political state to an economic super-state, the formation of the Constitution as an instrument for the defense of private property, the series of court decisions intrenching private property, legislative effort at meeting the new problems of an industrial order, extra-legal and extra-governmental attempts to deal with the new economic and social problems—these evidences and many more must be reviewed before a sweeping conclusion such as that given above is reached.

Dr. Counts sees a goal to be taught. We see a technique to be mastered. The mastery of a thinking technique for problems really worth thinking about is the goal which guarantees that which Dr. Counts would have come to pass. The technique of teaching the social studies becomes one of (1) Defining clearly the problem, (2) formulating many plans for dealing with the problem, (3) examination of each plan, (4) rejection of the less worthy plans and a tentative acceptance of the better plans, (5) revising our tentative conclusions as new evidence appears.

Herein lies real social revolution which will guarantee the fruits of victory. This is not philosophic uncertainty which paralyzes action with the pale cast of thought. On the contrary, it is most highly challenging to critical thought and considered action because no absolutes are admitted, and the consequences of each plan on human life are kept at the very focus of attention. Conclusions are not buckled in a straitjacket for all time to come, but the process of thinking itself makes for high conviction and courageous determination because there is supporting evidence. This is far from a *laissez-faire* method. It bears no analogy to the fond parent standing by in approval of a screaming, wilful child because activity is in evidence. The very study aids you suggest are directive. Your own tentative conclusions, thrown into the discussion, are directive. But your major interest is not in winning converts, but in stimulating thoughtful and considered reactions to all points of view.

There is a very real difference between this program and that of Dr. Counts. The difference lies in Dr. Counts' program being too conservative. He would encourage, not intentionally but nevertheless so, the habit of docile acceptance by imitating inside the school the results he deplores on the outside.

When students face social and economic problems there is a strong tendency to leap over the intermediate steps of thought and reach for conclusions. Looking for the answers in the back of the arithmetic book was a way we hastened our approach to the old swimmin' hole. In the social studies, students will escape the processes of thought and accept conclusions with alarming avidity. The inescapable fact is that in going through the processes leading up to a general and tentative conclusion we develop a pattern of resistance to and analytical control over those paralyzing forces of conservatism and reaction which Dr. Counts would counteract. Conversely, the habit of hurdling these necessary steps and processes that we may quickly grasp the one big final conclusion is to compound the tendency of human nature to accept uncritically, and that is the very tendency Dr. Counts decries.

The development of more critical minds, tolerant, inquiring, searching in analysis and masters of the art of thinking—that way can education build a new social order. To take the short cut and saddle on this generation a new set of dogmas is to repeat the errors of the past and to accentuate the forces of extra-school life.

In "The Quest for Certainty," Dr. John Dewey reaches a magnificent climax to his long years of thinking. In the chapter, "The Supremacy of Method," he pleads for an everlasting search for technique and method so that our far-distant ideals may be made realities through finding the right next steps. A ladder with no

rungs is useless. The American dream is to be cherished deeply, but all the while let us be growing in ability to climb. It is better to be struggling than to arrive. The American dream should be much greater to-morrow and the ladder much more secure.

MILTON C. CUMMINGS
NEW HAVEN, CONNECTICUT

SPECIAL CORRESPONDENCE

EDUCATIONAL PROBLEMS ON THE PACIFIC BASIN

How far the problems in education of the countries bordering on the Pacific Ocean parallel those we are struggling with in the United States will not be discussed here. The object is to present simply those discovered by observation and interview to be regarded as most pressing for attention of leaders in the several areas.

HAWAII

The Hawaiian Islands present problems of peculiar educational complexity because of the racial admixture. Natives have had to be brought out of their primitive character and made modern; therefore there is a strong emphasis on certain forms of practical education. The outstanding example of this tendency is to be found in the heavy grants made to the university for technical experimentation by the rich planters in the pineapple industry.

But the native has never admitted any inferiority with the whites who came from the mainland and not until more recently have the white-Negro race prejudice attitudes been introduced so as to affect the social situation seriously. Therefore, the whites have had to be educated like those on the mainland; the natives have demanded equal opportunity for equal status. The road for them lay not down menial plantation labor but in commercial education and minor professions, the white-collar jobs. Schools have been enthusiastically supported by the natives and their mixed descendants as ladders up which they could climb to equality with the whites. Filipinos could do the dirty work on the plantations.

But the white-collar jobs are limited. Youths are having difficulty in vocational placements, most dramatically illustrated by the fact that of the graduating class of the normal school at Honolulu in 1930 not a single one had been placed when I visited the university in October, 1931.

In short, apart from all the problems of policy, administration, techniques of teaching and the like, there is one big problem in the islands: what shall we do with all the people we are training in our schools for skilled positions when the vocational saturation point has been reached? What will be the effect of many educated youths who can not find employment upon the life of the community? Will they be satisfied to take up menial labor when they have developed a tradition of struggle to demonstrate equality with the whites? How shall we deal with this problem? Shunt youths into less skilled vocations by raising standards? Lessen school opportunities? Send them on up to the university and into the higher professions? What shall we do when our schools have run too far ahead of the general development of societal life? Can we be educating too many people too much?

Tremendous wealth is skimmed from the islands by the plantation companies, first through investment elsewhere of profits by the persons benefitting most from the incomes of the companies, and second by the nature of the contract which the planters have with the imported Filipino laborers. This provides for the delivery of the bulk of their wages in a lump sum upon their return to their home port after the period of contract labor is completed. Millions of dollars are being spent in the Philippines instead of on the islands because of this simple fact. Inevitably, it affects business and limits opportunities of Hawaiians.

JAPAN

Japan reveals the same fact of overproduction of educated youth unable to find satisfactory placement. There, too, are evidences, and growing every year, that many communities are unable to absorb school products in suitable vocations for which youths are trained. Particularly does this seem to be true of teacher training. Educational leaders assert that, though the situation is naturally worse just now, due to the world economic depression, neverthe-

less it was serious before general unemployment notably increased.

The language problem is one that gives leaders to-day great concern. The basis of the Japanese language is Chinese. Upon this ancient foundation the Japanese have imposed an adaptation of script and phonetic alphabet in an effort to reduce the cumbersomeness of the ideographs. So many Chinese characters are still used that it materially hampers communication by writing and loads students down with unnecessary burdens of mastering thousands of characters. The leaders are striving to find some way of eliminating the Chinese characters and of expanding the alphabetic system to increase language flexibility and learning facilities.

One suspects also a patriotic impulse in a desire to enhance nationalism by complete divorce from the parent culture, particularly noticeable since the Manchurian affair focalized some of these issues. But there can be no question that a further simplification of the written language would reduce illiteracy markedly and at the same time facilitate the mechanization of commercial communication. The tremendous industrial expansion and urbanization have speeded up Japanese business until business men feel definitely handicapped in competition for world trade because of crudities of language forms. And yet leaders fear that such reforms will tend to bury the achievements recorded in the present language until books are translated into the new types.

China

Here, too, the educational outputs on the higher levels have outstripped the capacity of society to absorb them. Education has gone so far ahead of other institutional developments that a lag exists great enough to be a real problem to educators. In 1930, 3,000 or more graduates of colleges and universities went forth to take their places; but by the fall of 1931, as many as one half of them remain unemployed.

So far as average communities have set up modern schools of the elementary type, the administrative problems are not deemed particularly troublesome. In relation to general illiteracy, the economic development of village and city life, teachers in these schools, as products of normal schools, are doing satisfactory work. It is in the levels of higher education that leaders feel the problems most keenly.

The training of teachers for secondary schools, whether in a university school of education or in normal colleges, does not provide practice teaching in specialized subjects. The instruction is entirely theoretical as to method of teaching and is mainly concerned with imparting the data of the subject-field.

Therefore the raising of standards is difficult. To this end a commission was appointed to edit a standard minimum curriculum for the different colleges. To meet the 132 points required for graduation, specialists in each subject-field were appointed to organize a course for that field and to have it criticized by other specialists in that field.

These efforts may unify and standardize the contents imparted, but possess only such validity as inheres in the reliability of the specialists to represent societal needs of their subject-matter. Experience in America shows how low this validity is. Neither the specialists nor the general leaders seem to be sensitive to the dangers of this method of determining subject contents. Are they sacrificing for an artificial uniformity genuinely functioning units of subject-matter? One fails to see how unification of curriculum aids in raising standards except in a very superficial and solely administrative sense. True, most teachers, lacking practice teaching, teach from texts and therefore good texts may improve teaching by teaching themselves, so to speak, but uniformity of content, when judged by community needs, may work in the direction of lowering standards of educational efficiency rather than of raising them.

Standard curricula for secondary and primary schools are already published and the leaders check off those as definite achievements on the highway of educational progress in China. Rather they should be raising questions as to the reliability of the contents they have crystallized into such stereotyped form. This standardization can best be understood and interpreted against the background of political centralization and the using of the schools in China, as in Russia, only not with any similar complete-

ness or efficiency, to buttress the governmental trends and organizations. The educational sociologist views this centralization as an oversimplification of the very complex problems of fitting schools, primary, secondary or university to the peculiarities of the ethnos in which they are located and to which they should contribute for continuity of the desirable elements and improvement of the shortages. Fortunately, one can recognize that China is in a transition stage of achieving national unity and can argue that temporarily educational policy may well support this national political need.

Other efforts to raise the standards of college education have taken the form of making part-time instructors full-time professors. Students returned with higher degrees from foreign countries were relatively few and in great demand by newly formed progressive organizations and by institutions of learning. Therefore, many of them were dividing their time among so many different agencies that teaching was conducted entirely too casually. The creation of faculties of full-time professors is now possible because of the relative abundance of scholars trained abroad and because of increased financial resources. There are four types of instructors—assistants, lecturers ($260 to $400 a month for twelve months), associate professors ($260 to $400) and professors ($400 to $600).[1] All government universities are now put on the same level and the salaries equalized in theory, but not entirely in practice. The present average of professors' salaries is $300.

There is a move on foot to unify and improve graduation examinations for colleges by bringing them under the control of the ministry of education. Ordinary examinations will be held by the schools; entrance and final examinations by the ministry. A westerner may not appreciate the importance of this move, for he may not know that in China teachers are influenced very strongly by "face" saving. The proposed method relieves the instructor from the painful duty of "flunking" and at the same time makes possible more objective examinations and grading, which will stimulate the instructor's efforts, provided the examinations are different on each occasion both in content and form. This, too, is a move toward further centralized control; a move viewed by patriots as entirely desirable.

The minister of education, Dr. Swen Ben Wen, who, by the way, is also a trained sociologist, is struggling with two other problems which seem very important. The first is the separation on the secondary level of vocational education from the general curriculum. The second is the provision by the central government through the ministry, of financial aid to superior students, whether in the primary, secondary or university levels. What an effective method of social control this would be in a country whose ancient scholastic traditions cluster about governmental appointments by superiority in examinations. Only to-day, under the one-party system that now obtains in China, adherence to the *San Min Dju I*, or party principles of Sun Yat Sen, would be surely added; and under a two-party system, what an advantage the party in power would have through the selections for favor that its ministry could make.

A glance back over the educational achievements of the past twenty to fifty years reveals much of which the Chinese can be proud, especially in view of the political and economic handicaps under which the leaders have worked. Foremost, has been the awakening of the people generally to the need of education and of reforms and social changes. In the words of the minister, Dr. Swen Ben Wen, "No longer do we need to sell people education or the need of changes. It is now a question of how best to do these things." The era of the societal technician has arrived.

Next in importance is the strong civic consciousness among the younger people of the land, coupled with a fiery enthusiasm to move forward at whatever cost to themselves. This was apparent ten to fifteen years ago, but the foreign aggressions have during the last decade crystallized patriotic aspirations into ideals of self-sacrifice in militarism.

This sense of civic responsibility has laid a great burden upon educators to transmit the world's knowledge to provide the tools of power and the manner of their direction in the rebirth of a tremendous population, particularly since this new knowledge fractures old institutions and

[1] All figures in Mexican dollars are at present about one fourth the value of United States dollars.

scraps old ideals of familism. The problem of method is seen as extremely important in attaining the objectives of new moral and social behaviors in the younger generations Student participation and activity is not viewed as revolutionary and dangerous, but as a substitute for the old pouring in of knowledge—as a requisite of the new order.

Yet in spite of these shifts in methods and objectives, the old curriculum, prevalent a decade ago, still prevails. What changes in this curriculum have been achieved are merely the adaptations in the primary and secondary levels necessitated by the edict of the Central Committee in Nanking on the practical application of the *San Min Dju I.*

The chief sociological support of present trends in Chinese education is to be derived not from analysis of community needs, but from the close alliance between schools and political and nationalistic aspirations. But there are other institutions and agencies in China besides the state and government. Were these others served half so well, one would feel more hopeful. Yet one must recognize that the achievement of national unity through a stable central government is to-day basic to all future trends in Chinese societies, especially in view of the present Japanese threat to China's territorial integrity

DAN H. KULP, II

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

QUOTATIONS

ADMISSION TO COLLEGE

A CONFERENCE recently held in New York for the purpose of dealing with college entrance requirements stands out almost uniquely in the long history of such gatherings as a meeting at which fundamentally constructive proposals with respect to the admission of students to American colleges were put forward. The gathering heard no petty pleas for the granting of admission "points" in this subject or in that, nor any mere complaint concerning the rigidity of college requirements. Instead, the conference devoted itself with enthusiasm and in a practically unanimous spirit to the statement of new principles.

The main ideas which informed the conference were set forth by Dr. W. S. Learned, of the Carnegie Foundation for the Advancement of Teaching; Dr. Learned's paper will be published by that foundation in its forthcoming report and all the papers of the day will be printed by the American Council on Education in an early issue of its journal, the *Educational Record.* The conference itself was called by the Committee on Personnel Methods of the American Council on Education, of which Dean Herbert E. Hawkes, of Columbia College is chairman, the Committee on College Testing of the American Council, the Commission on the Relation of School and College of the Progressive Education Association, and the Educational Records Bureau. All these bodies have been working for several years on the problems presented by admission to college. Last week they found themselves ready to make definite recommendations for basic changes in present admission procedures.

The nature of the changes thus recommended can not be fully indicated in a brief space. In very general terms, what the conference urged was the complete abandonment of the use of "points," "credits" and "units" in determining the claim of any candidate to be admitted to college. Instead of any system of examination in subjects carrying a predetermined weight toward a fixed number of admission points, the conference recommended as the only proper basis for admission the cumulative record of the individual candidate's advancement toward actual mastery of the subjects with which he deals in school; and, even more important than this, the conference urged the cooperation of school and college in carrying every student forward toward such mastery, either before or after the mere incident of change from study in school to study in college. The essence of the matter is a shift from examinations which let a student into college (or keep him out) by revealing what he happens to know at a given

moment, to a record which shows how far he has gone on a road which he will follow to the end. The idea is best revealed in the case of the study of a foreign language. If a cumulative record of work in school shows that a student has gone part way toward the power to read with intelligence the literature of the foreign tongue, admission to college should not encourage the student to stop his work there without going on to the point where he has really acquired that power.

Standardized tests which can be rated objectively (tests of the so-called "new-type") are an essential in the development of a record of the desired character. Such tests are now available and in use in many schools, mostly in private schools. They make it possible to trace the actual growth of any boy in school toward the command of any subject he is studying. Not even the examinations of the new plan can tell the college half as much about the real progress of a candidate for admission as such a record of performance on these tests. Professor Crawford, of Yale, has proved that the ordinary entrance examinations have little value for the prediction of success in college. No set of examinations taken at one time or in a series of separate spasmodic efforts can reveal the real growth of a student toward intellectual command of the materials of his curriculum; nor can any such examinations provide a substantial basis for the guidance of his further efforts. Only a record which shows objectively what he has done over several years can serve at once as a basis for judging his fitness to go on at all and for helping him to see clearly the final goals at which he should aim.—*Harvard Alumni Bulletin.*

THE DEPARTMENT OF SUPERINTENDENCE

THE MINNEAPOLIS MEETING

SHALL I go to Minneapolis the last of February? Is not the snow there of fabulous depth? Does not the mercury in Fahrenheit tubes shrink out of sight? Well, even so, snow is the best cure for frozen feet. We are more in danger from cold feet than from frozen assets. Before healthful circulation can safely begin again without prospective amputations, the patient must confront a snow bath no matter how painful. Then comes the rosy reaction of restored power and tingling new energy.

President Lotus D. Coffman recently studied men and morals all through one of the greatest of the few remaining geographical frontiers. He knows the frontier and he knows he is of the frontier and he faces all social frontiers. Sunday afternoon, February 26th, he will welcome the Department of Superintendence to the Northwest in his own beautiful Northrup Hall, which is the theater of the University of Minnesota.

St. Olaf's Choir, world famous as the high note of Scandinavian art, will sing at the opening vesper service. The Minneapolis Symphony Orchestra will sustain the accepted tradition of its perfect performances in our auditorium program, Wednesday evening.

President Glenn Frank will outline education for a changing world, and Howard Scott, of Technochrasy, the engineering facts of a changing world. No department program would be recognized as such that did not include Charles H. Judd and George D. Strayer. The former will discuss scientific developments for advancing frontiers. The latter will portray educational economies as against the needs of our new social frontiers. William S. Bogan, Paul Stetson and E. C. Hartwell will sound high notes of courage and confidence.

There will be new voices as well as old. President Hutchins, of Chicago; Chancellor Wallace, of the University of Sidney, Australia, and Professor Bode, of Ohio State University, will discuss dynamic forces in and outside of educational establishments. David Lawrence, of Washington, D. C., and Dr. Charles Mayo, of Rochester, Minnesota, will bring distinctive contributions from their fields to ours. Ellwood P. Cubberley, pioneer in educational administration, has accepted an important place on the program.

The yearbook on Educational Leadership prepared by a commission, of which Superintendent A. J. Stoddard, of Providence, Rhode Island, is chairman, will be discussed in full Tuesday

XUM

morning. The commission has spent over two years in gathering materials and writing this yearbook. Hundreds of superintendents have made contributions to the success of the enterprise and will keenly follow presentation and debate.

Minneapolis has a beautiful new convention hall located in the downtown section. It offers every modern convenience for the comfort of visitors. The exhibits, which are always an important feature for school executives, will also be in the auditorium. Space allotments, already made, assure a fine display.

We thought we confronted the most tragic emergency in education during the World War. We now know that schools at present confront a greater emergency. In these days of stress and peril, the need for a clearing house of local experiences and consideration of next steps, based on national studies, will be recognized by boards of education and superintendents of schools as practically indispensable. You will serve the cause of education nationally and you will serve your own state and city when you come to take counsel with your fellow executives at Minneapolis.

M. C. POTTER,
President
DEPARTMENT OF SUPERINTENDENCE,
NATIONAL EDUCATION ASSOCIATION

REPORTS

ANNUAL REPORT OF THE FEDERAL OFFICE OF EDUCATION

"As we begin another year we must face the fact that the present emergency bids fair to affect the Office of Education adversely and seriously in its present efficiency, prestige and future development," according to the United States Commissioner of Education, Dr. Wm. John Cooper, in the annual report of the Federal Office of Education for the last fiscal year just submitted to Secretary of the Interior, Dr. Ray Lyman Wilbur.

The Office of Education is the branch of the government service maintained by Congress as a national clearing house of educational information, and is now operating on an appropriation pared 34 per cent. during the last fiscal year. "This is a serious matter in an office as meagerly staffed as is this one, where the discharge of one specialist means also the closing out of service and research in a whole field of education."

In face of the small appropriation which the Federal Government contributes to the advancement of education in the United States through the Office of Education have come increased demands for service, accentuated by economic conditions. "Incoming mail during the year amounts to approximately 250,000 pieces, an increase of 50 per cent. over that of five years ago."

During the past year and since its establishment by Congress the office has gathered facts about education in all its various phases throughout the United States and in foreign countries, disseminating such facts in order to assist people in the several states to establish more efficient school systems.

During the past year the problems investigated by the Office of Education staff have been of three major types: (1) Those arising out of the present economic situation as it affects education; (2) Those which may be termed status or descriptive studies of new and promising movements in education or of conditions for which there are frequent and urgent requests for information; and (3) Those periodic studies of various phases of education for which this office has long been considered authority. Replies to more than 250,000 letters, 114 publications, exhibits at conventions, articles for periodicals, and *School Life*, the official monthly journal, gave the facts to those who could make good use of them.

Thousands of teachers, parents, students, laymen, local school administrators, college and university heads, state departments of education, research workers, journals, newspapers, state teacher associations and other organizations are included among those served by the Office of Education during the last fiscal year.

Office of Education services during the year include:

1. Completed the National Survey of Secondary Education, the first ever made (28 monographs will report findings).

2. Studies new problems arising in public school administration.
3. Evaluated foreign education credentials from 819 sources in 70 different political divisions (229 more than were evaluated in the previous year).
4. Supplied parents, schools, parent-teacher associations, leaders of parents' groups, leaders in national, state and local study and reading groups with facts to "help them in understanding their children and in dealing with problems of child training."
5. Studies "the relation of physique and physical condition to intelligence and scholarship."
6. Staff members gave professional assistance to many groups, including the Pennsylvania State Department of Public Instruction, General Federation of Women's Clubs Education Committee, state departments of education and the National Congress of Parents and Teachers.
7. Surveyed school buildings at the request of state and city educational authorities and studied school building problems common to all communities.
8. Organized a service to collect important facts on education of approximately 15,000,000 native peoples in outlying parts and continental United States, and for the dissemination of information collected.
9. Supplied advice regarding the merging of institutions of higher learning in North Carolina and South Carolina.
10. Cooperated with the U. S. Department of Agriculture in surveying educational opportunities offered by counties of the Southern Appalachian Mountain region, and also collected information on the education of Spanish-speaking children in Arizona, California, Colorado, New Mexico and Texas.
11. Collected statistics required by law.

The program of major educational surveys was affected by government economy. The National Survey of School Finance, begun as a four-year study July 1, 1931, was ended on June 30 of this year when Congress did not appropriate funds for its continuance. One important part of the survey was continued a few months by a General Education Board grant through the American Council on Education. An appropriation reduction of $20,000 for the National Survey of the Education of Teachers will curtail the adequate printing and distribution of the information collected.

Staff members of the office, during the year, made a survey of public schools in Youngstown, Ohio, "cooperated with states engaged in various steps of consolidation, . . . assisted in the survey of higher education in Mississippi," and evaluated the program of the Georgetown, Delaware, demonstration school. The office continued its series of homemaking education conferences, one of which was held in Amherst, Massachusetts, and another in Minneapolis, Minnesota. Needed research in the homemaking education field was stimulated. Regional supervisory conferences were sponsored.

The library each month served more than 200 persons not on the regular staff and 150 by inter-library loan. The library has 150,000 volumes, one of the largest collections of education books in the country. Information vital to 4,000,000 Negroes eligible for education was gathered, useful facts were given to schools providing educational facilities for children who deviate from the normal (a new specialist was provided in this field) and a survey was made of the use of tests in city schools throughout the United States.

Other activities included: A study of nursery schools, investigation of guidance and industrial education problems, preparation of the first of a series of curriculum-preparation guidebooks helpful to school superintendents and curriculum committees, inspection of Howard University, maintenance of a record of educational legislation, aid to land-grant colleges, collection of information on important aspects of commercial education and education by radio, and collection of sources for valuable visual education materials. Staff members made nearly 300 addresses before national, state, regional and local groups.

EDUCATIONAL WORK OF THE INDIAN SERVICE

THE annual report of the Commissioner of Indian Affairs for the fiscal year ended June 30, 1932, states that three years ago the Indian Service started on a policy of closing Indian boarding schools wherever possible. The commissioner's report this year says: "The most significant feature of the year in Indian educa-

tion was the determined effort to make the change from boarding school attendance to local day or public school attendance for Indian children. With economic conditions as they have been and with the notable improvement in food and clothing standards, school equipment and personnel in Indian boarding schools the whole situation of former years has altered. Instead of forcing Indian children into government boarding schools, we are now engaged in a serious effort to prevent these schools from being badly over-crowded and to see to it that as far as possible places in the boarding schools are reserved for those for whom adequate facilities are not otherwise available." There was some over-crowding in the boarding schools last year because it was necessary to take in more older children in order to relieve homes that felt distress. The service has gone ahead steadily in its program of eliminating and reducing boarding-school attendance particularly for younger children. Two boarding schools were closed last year and four were changed to community day schools, two more boarding schools have been put on the list to be closed this year. The report mentions especially the closing of the Pima boarding school on the Pima reservation in Arizona where two consolidated day schools have been established and the old boarding school plant is now being used as a Central High and Vocational School to which the pupils of the seventh grade and above are transported by bus.

There has been a reduction of the number of pupils in the large boarding schools. A few years ago a program was begun which involved the dropping of one elementary grade each year in the larger schools. At the present time Haskell Institute at Lawrence, Kansas, and Flandreau Indian School at Flandreau, South Dakota, have no pupils below the ninth grade. The Albuquerque Indian School has no pupils below the seventh grade. Sherman Institute, California; Salem Indian School, Oregon, and Phoenix Indian School, Arizona, have no pupils below the sixth grade. The total reduction of pupils in the boarding schools last year was over 2,000.

There was a large increase in Indian children attending public schools; the increase was so great that it was necessary to secure a deficiency appropriation in 1932 to cover obligations incurred, and it was necessary to reject a number of applications for the year beginning September, 1932, because of lack of funds. There were 5,000 more Indian children in public schools this year than there were last year. The economy in the shift from boarding schools to day and public schools is shown by the fact that more children can be educated for the same sum formerly spent on boarding schools with equally good results.

EDUCATIONAL RESEARCH AND STATISTICS

NEUROTIC TENDENCY AND ITS RELATION TO SOME OTHER MENTAL TRAITS

THERE are several tests attempting to measure the neurotic tendencies or the emotional instability of the subject. All these tests derive from the original questionnaire by Woodworth. Two recent ones, the Thurstone Personality Schedule and the Bernreuter Personality Inventory, seem well adapted to university students. These two tests were given to a class of graduate students specializing in mental testing. In addition several other tests had been taken by the same group of students. It may be of interest to study the relationship between neurotic tendency and these other tests.

THE MEASURES OF NEUROTIC TENDENCY

Table I shows a comparison of the class tested with the results published by Thurstone for Chicago students. The medians and quartiles are much the same in both groups. A compari-

TABLE I

COMPARISONS OF SCORES ON THE THURSTONE PERSONALITY SCHEDULE

	Q_1	Median	Q_3
This class—men	20.0	29.8	44.8
Chicago—men	17.3	28.8	30.0
This class—women	23.3	40.0	65.0
Chicago—women	22.4	38.7	54.1
This class—total	21.4	36.2	54.1
Chicago Freshmen	19.7	33.4	49.4

son of this class with the Bernreuter percentile norms gives the following median percentile values for men and women for neurotic tendency as measured by the Bernreuter Scale:

	Men	Women
B1–N	38	50

The thirty-three women students are exactly at the Bernreuter norm, but the twenty-two men students deviate considerably, being much lower, *i.e.*, more stable, than the average student, as reported by Bernreuter.

The correlation between the scores on Thurstone and Bernreuter for fifty students who took both tests is .79 ± .03. Evidently the two tests are very similar, and we may take the combined score on the two tests as probably a more reliable measure of neurotic tendency than the score on either one of the tests alone. Accordingly, the scores on each test were converted into quartile deviations from the median, and the two deviations added to form each student's score in neurotic tendency. These Q scores have been used in the comparisons with the other variables in this study.

Intelligence

The general intelligence of the students was measured by the Teachers College General Examination. This is a thorough intelligence test of the usual college type. The correlation of the scores with neurotic tendency is −.21, indicating very little relationship. The negative direction of the coefficient is, however, interesting, as other workers have found the coefficient in general to be low but positive. In this class, therefore, the tendency is for the more emotionally stable to have the higher intelligence scores.

Class Marks

The grades obtained by the students in this class on mental testing show a rank correlation of −.10, with neurotic tendency. This correlation is practically zero, but the direction is contrary to that usually found, namely, a slight positive relationship between college grades and neurotic tendency. The grades in this class were a combination of marks given for scholarship and practical ability in mental testing, *i.e.*, actual giving of group and individual tests in various schools. On the basis of the marks for practical work alone, the twelve best and the twelve poorest mental examiners were compared. The average neurotic score for the best group was −.15Q below the median; for the poorest group +.59Q above the median in neurotic tendency. The poorest testers are somewhat more neurotic, only three of the twelve having scores below the median. The best testers are somewhat less neurotic, but four of the twelve are slightly above the median neurotic score and one has a high neurotic score. The indications here seem to be that neurotic tendency has little to do with general scholarship in university classes, but may be of more significance in such practical situations as confront the mental examiner.

Mechanical Ability

The mechanical ability of the same students was measured by the MacQuarrie Mechanical Ability Test. The rank correlation with neurotic tendency is −.26. Again the correlation is negative, showing a slight tendency for the more stable to do better on the test.

The MacQuarrie test requires somewhat the same type of concentration and dexterity demanded by many performance tests. It has been frequently suggested that neurotic individuals do poorer on performance tests than on verbal tests. Our results tend in the direction of this suggestion. Similarly, if we compare the best mental examiners, *i.e.*, those who are able to handle the practical testing situation best, with the poorest examiners, we find the average score of the best to exceed the average score of the poorest by ten points.

Prejudice

The Watson Test of Public Opinion measures the degree of prejudice in religious and economic issues. High scores show a tendency toward prejudice, low scores toward fair-mindedness. The correlation of these scores with the measures of neurotic tendency is the highest we have found in this study, namely, +.33 ± .08. Neurotic tendency tends to go along with prejudice, emotional stability with fair-mindedness The best and poorest practical testers are well

separated on this test. The average score for the best group is 11.8, for the poorest 26.3. Only one of the best groups gets a score above the median for the whole class. Fair-mindedness probably involves the ability to see things as they really are, not as we would wish them to be. Those who are emotionally well adjusted are less likely to let their wishes and desires come between them and reality. They are better able to handle a practical testing situation; less likely to become confused and lose touch with reality.

SPECIFIC ATTITUDES

Four of the Thurstone attitude scales were taken by the same group of students. The correlations with neurotic tendency are as follows:

Attitude toward the Negro	r = +.11
Attitude toward prohibition	r = −.03
Attitude toward the church	r = +.07
Attitude toward war	r = −.02

There is no hint here as to any relationship between specific attitudes and neurotic tendency.

SUMMARY

With a group of 50 university students studying mental testing no high correlations were found between their neurotic tendency scores and several other tests. Correlations with intelligence, academic achievement and mechanical ability are low and negative; with four specific attitudes practically zero. The highest correlation is found between prejudice and neurotic tendency, and this is only +.33. The best practical testers, as compared with the poorest, are somewhat less neurotic, are decidedly more fair-minded (less prejudiced) and test slightly better in mechanical ability.

R. PINTNER

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

IMPROVING READING ABILITY OF HIGH SCHOOL JUNIORS[1]

As part of a larger project devoted to the improvement of study techniques of high-school juniors, the effects of short periods of training in reading were studied. Once per week, two of the class periods at one of the high schools[2] of Buffalo were fifteen minutes longer than the remaining class hours. Two English III B sections, enrolling 54 juniors, were scheduled for these two periods. Taking advantage of the longer periods, seven of these fifteen-minute extra time allotments were used during the latter part of the semester for reading training—all told, 105 minutes of discussion and drill. The material offered during these 105 minutes follows:

I. The first fifteen minute period was devoted to a short discussion of eye movements during reading, average number of fixations per line and per second for adults, eye movements characteristic of good and poor readers, possibilities of improving eye movement and speed of reading, types of reading (scanning, recognitive and detailed).[3]

II. The subsequent six meetings were used for practice in rapid reading. A series of reading selections were read, one per week. These were from 1,200 to 1,500 words in length, and of the difficulty found in various senior high school and college freshman texts. The students were instructed to read as rapidly as possible, at the same time knowing that they would be tested for comprehension directly after reading.

The reading selections and a mimeographed page of ten to a dozen questions on the content of the selection were distributed, face down. The instructor gave a starting signal and wrote on the board the elapsing time in ten-second intervals. Upon completion of the reading of a given selection, the student turned up the sheet of questions, copied from the board the length of time it took him to read the selection, and immediately answered the questions without again referring to the selection. In this way both a words-per-second and a per cent.-comprehended score was obtained. These scores were

[1] This study was made possible through a grant from the General Education Board. It was reported at the English section of the western district of the New York State Education Association on October 4, 1932.

[2] The author wishes to express her appreciation of the cooperation of Principal C. J. Costello, of East High School, also of Mrs. Bertha Wilbur, head of the English department, and of Misses Scanlon and Kubiak, teachers of the two classes mentioned.

[3] E. S. Jones, "Improvement of Study Habits," Kenworthy Press, Buffalo, 1931.

posted weekly, and probably acted as a motivating force. Table I gives the average scores per weekly selection. (The author makes no claim that the various drills are of equal difficulty.)

TABLE I

AVERAGE SCORES IN READING SPEED AND COMPREHENSION

Date	Item no.	No. of cases	Ave. speed (w.p.s.)	Ave. comhension (per cent. correct)
11/17/31	1	54	4.0	41.7
12/8/31	2	52	4.6	32.0
12/15/31	3	50	5.0	67.7
1/5/32	4	53	5.0	66.7
1/12/32	5	50	5.2	84.0
1/19/32	6	48	4.8*	65.0*

* Item No. 6 was given the day preceding mid-semester examinations, and the students' cooperation was not of the usual high quality.

Six weeks after the end of this training period, the 217 English III students were given the Nelson-Denny Reading Test, Form A. The 54 reading-trained students were equated with individuals from the remaining 163 reading-untrained on the bases of (1) American Council Psychological Examination (1931), (2) the Otis Self-Administering Test of Mental Ability (both tests having been given before the training period), (3) English II grades and (4) average sophomore grades. Table II shows that, regardless which of the four criteria were used for equation, the reading-trained group did better on the reading test. Admittedly the differences between the averages are not great. Also the variability of both groups, as measured by their standard deviations, are very high. Consequently, the reliability of these differences is poor. Nevertheless, the uniformity of the results adds to the reliability of such differences. Regardless of which basis of equation is used, the reading-trained group averages a higher Nelson-Denny Reading Test score.

A second investigation was made on this material. The 54 reading-trained students were paired, as above, on the basis of English II grades with 54 reading-untrained juniors, and the English III averages for the two groups

TABLE II

COMPARISON OF AVERAGE NELSON-DENNY READING TEST SCORES FOR EQUATED GROUPS OF READING-TRAINED AND READING-UNTRAINED HIGH SCHOOL JUNIORS

Equated on basis of	Average Nelson-Denny raw score		Standard deviation (Nelson-Denny)	
	Trained	Untrained	Trained	Untrained
A.C.E. raw score*	74	67	23.5	18.3
Otis 30 Min. I.Q.*	74	67.6	23.4	23.0
English II average	69	57.4	21.4	13.1
Ave. soph. grade	69	56.5	21.4	10.2

* A few members of the reading-trained group did not have the A.C.E., and for several no Otis I.Q. was available.

compared. There was a slight superiority on the part of the trained group. (See Table III). This superiority may have been due, however, to the additional weekly instruction of fifteen minutes which this group had the remaining twelve weeks during which the reading experiment was not conducted.

TABLE III

COMPARISON OF AVERAGE ENGLISH III MID-SEMESTER GRADES FOR EQUATED GROUPS OF READING-TRAINED AND READING-UNTRAINED HIGH SCHOOL JUNIORS

Equated on basis of	Ave. Eng. II		Ave. Eng. III		S.D. Eng. III	
	Trained	Untrained	Trained	Untrained	Trained	Untrained
Eng. II Grades	82	82	81.7	79.5	5.02	4.11

This experiment would indicate that a relatively small amount of time devoted to increasing reading speed and comprehension during advanced high-school years will produce increased reading ability. That such training be provided at this level is highly recommended.

MAZIE EARLE WAGNER
THE UNIVERSITY OF BUFFALO